

# ABSTRACT

## A STUDY OF STAFF DEVELOPMENT PROGRAMS IN FOUR-YEAR COLLEGE AND UNIVERSITY LIBRARIES IN GEORGIA

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This study was conducted to determine the staff development needs of four-year college and university librarians in the State of Georgia.

This census consisted of thirty-seven four-year college and university libraries in Georgia. Since there was no known instrument to measure the concepts in this study, a panel of experts was used in field testing the instrument made from the literature and interviews with Barbara Conroy, a library consultant and writer in the area of staff development.

Percentages were used to analyze the data.

Some major findings for this study were as follows:

1. That computer training, knowledge of the library, library trends and professionalism, reference sources, and technical services

processes were among the greatest felt needs of four-year college and university librarians in Georgia.

2. That too little is being done to find out what the staff development needs are and to satisfy them.
3. That not enough is being done to impress upon library personnel the relevance of staff development and its importance to them as well as the impact that it has on library clientele.

Based on the findings, the following conclusions were drawn:

1. That formal staff development programs are negligible in four-year college and university libraries in Georgia.
2. That library directors in four-year college and university libraries in the State of Georgia are not taking the initiative to press for needed staff development programs.
3. That library schools need to stress staff development with other curricular approaches to librarianship.
4. That deans in four-year colleges and universities in the State of Georgia are not evaluating library staffs in terms of professional development as they do instructional staffs.

A STUDY OF STAFF DEVELOPMENT PROGRAMS  
IN  
FOUR-YEAR COLLEGE AND UNIVERSITY LIBRARIES IN  
GEORGIA

A DISSERTATION  
SUBMITTED TO THE FACULTY OF THE SCHOOL OF  
EDUCATION  
ATLANTA UNIVERSITY IN PARTIAL FULFILLMENT  
OF  
THE REQUIREMENTS FOR THE DEGREE OF  
DOCTOR OF EDUCATION

BY  
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## DEDICATION

This dissertation is dedicated to my daughters, Miss Maria Monique Whipple and Mrs. Erica Whipple Jones; my son-in-law, Mr. Steve Lewis Jones; and my grandson, Tonialo Lewis Jones. Their interest in my work, their support, their love, and encouragement helped to make this undertaking a reality.

## ACKNOWLEDGEMENTS

I would like to acknowledge the many individuals who have helped me in numerous ways during my doctoral studies and who have contributed greatly to the completion of this dissertation. Many thanks go to my entire doctoral committee. To Dr. Olivia M. Boggs, in the Department of Educational Administration and Policy Studies in the School of Education at Atlanta University, I give expressions of gratitude for her advice, encouragement, and assistance. I would also like to express appreciation to Dr. Rudolph Green, Associate Professor in the Department of Psychological Services in the School of Education and Dr. Stephen E. James, Associate Professor in the School of Library and Information Studies, both from Atlanta University, who gave me valuable advice, helpful suggestions, support, encouragement, spent many hours of their time, and had faith in my delivery. To my doctoral committee, I shall always be indebted.

Thanks also go to all of those librarians who cooperated so willingly by permitting me to visit with them and to interview them. Without their cooperation, this study would not have been possible.

Additional expressions of gratitude are extended to Dr. Mollie M. Keaton, Dr. Loris Keaton, Dr. Elias

Blake, Jr., my former employer at Clark College, Mrs. Mary Agnes Ware, Dr. Lucille Tunstall, Mrs. Barbara Brice, Dr. Duane Jackson, Mr. and Mrs. T. Kayode Bishi, Mr. Leroy Freeman, Mrs. Mattie Roscoe, Mrs. Johnnie Robinson, Mrs. Murdell McFarlin, Mrs. Bobbie Ogletree, Mrs. Grace Bickers, Mr. Teja Singh, Dr. Barbara Hatton, Mr. and Mrs. F. Burroughs and Melonie of Savannah, Georgia, Mrs. Ruth McClure, Dr. and Mrs. Robert Threatt, and my typists, Mrs. Reta Lacy Bigham and Mrs. Barbara N. DeVan for their encouragement, support, assistance, and friendship during this venture.

For being patient, loving, kind, and understanding during this study which took me away from many family activities, I am eternally grateful to my daughters, Mrs. Erica Whipple Jones and Miss Maria Monique Whipple; my son-in-law, Mr. Steve Lewis Jones; and my grandson, Tonialo Lewis Jones.



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## CHAPTER I

### INTRODUCTION

Human resources are the most valuable "resource of any organization" and managing those resources is a difficult part of administration.<sup>1</sup> One of the major tasks in libraries is managing people, commonly called personnel administration.<sup>2</sup> Within the last forty years academic librarians have increased in number and many of them have applied for positions in academic libraries. Because of this increase, there is a need to find ways of managing these librarians and having them manage others. Of the various aspects of management, staff development seems to stand out as one that needs careful scrutiny.

Managers and administrators want to see their organizations as highly productive entities with satisfied workers who are skilled in the type of work that they have chosen or to which they have been assigned. One of the ways of reaching administrative and organizational goals is through staff development.<sup>3</sup>

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Mildred Hawksworth Lowell, The Management of Libraries and Information Centers Volume III: Personnel Managment Syllabus and Cases, (New Jersey: The Scarecrow Press, 1968), p. 7.

2

Mohrhardt, Foster E., Personnel Administration in Libraries (New York: Scarecrow Press, 1966), p. 10.

3

Larry Nolan Davis, Planning, Conducting, Evaluating Workshops: A Manager's Guide to Staff Development (Texas: Learning Concepts, 1975), p. 3.

Larry Nolan Davis says the following about staff development:

It can, for instance, help an organization to reach its goals: it cannot solve all of the organization's problems. It can help employers increase their knowledge and skill; it can help them develop new and happier attitudes; it cannot make up for inadequate salary. It can help employees use good management systems; it cannot smooth over bad ones. And it cannot motivate employees to function effectively under inept or oppressive management.<sup>1</sup>

With the explosion of knowledge and new technology, the need is imperative for librarians and other library personnel to be prepared to meet the request and challenges of the people whom they serve. In order to be knowledgeable all library personnel must have learning experiences. Conroy says the following:

Effective libraries require skillful, efficient people who work well with colleagues and who plan and develop sound programs of service, and who deal with emerging organizational problems.<sup>2</sup>

Concurring with Barbara Conroy are Elizabeth Stone<sup>3</sup> and Ruth Patrick in stating that "people have to be

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<sup>1</sup> Larry Nolan Davis, Planning, Conducting, Evaluating Workshops: A Manager's Guide to Staff Development (Texas: Learning Concepts, 1975), p. 3.

<sup>2</sup> Barbara Conroy, Library Staff Development and Continuing Education (Colorado: Libraries Unlimited, Inc., 1978), p. 11.

<sup>3</sup> Elizabeth Stone, Ruth Patrick, and Barbara Conroy, Continuing Library and Information Science Education: Final Report to the Commission on Libraries and Information Science (Washington, D.C.: Government Printing Office, 1974), p. 1.

equipped so that they can cope with the many changes in various disciplines in order to give their clientele the needed information." They must keep abreast with the "issues" and trends in their own<sup>1</sup> profession in order to be effective.

In speaking of staff development for librarians and keeping abreast of trends and demands, Ronald J. Edwards said the following:

The growth of the available information and consequently the needs for means of identifying, sifting and disseminating this information have posed increasing problems for libraries in our modern technological society. These expanding needs have led to the development of new media and forms of communication, and libraries have to adjust to somewhat different demands. The increased complexity of systems, the variety of new equipment and expertise, and the necessity of producing results from a greater bulk of information at greater speed all have implications for training, and will continue to do so in the foreseeable future.<sup>2</sup>

In order then to render service to their constituents and to be knowledgeable regarding their own profession, librarians have learning needs. As library personnel perform their duties, they will find

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Elizabeth Stone, Ruth Patrick, and Barbara Conroy, Continuing Library and Information Science Education: Final Report to the Commission on Libraries and Information Science (Washington, D.C.: Government Printing Office, 1974), p. 1.

2

Ronald J. Edwards, In-Service Training in British Libraries: Its Development and Present Practice (London: The Library Association, 1977), pp. 172-173.

themselves in many situations which require learning or a need for learning. Charles E. Kozoll and Clarence Shelley discuss a few of those situations which are outlined here:

1. Whenever workers persist in doing a task in a different manner from the given instruction;
2. Whenever new equipment or policy is chosen, there is a need for all staff members to familiarize themselves with it;
3. Whenever more training is needed for new employees who have performed up to a certain level but need to be able to go beyond that level;
4. Whenever there is a need for staff members to be informed about a new method that is working well for other staff members;
5. Whenever staff members have exhibited the fact that they can carry out a large number of duties and procedures for executing them.

Shelley states that there are certain conditions that signal a need for staff development.

6. Whenever new staff are needed or regular staff take on new assignments;
7. Whenever goals, directions, constraints, resources or procedures of the organization change;

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1

Charles Kozoll, Staff Development in Organizations: A Cost Evaluation Manual for Managers and Trainers (Massachusetts: Addison-Wesley Publishing Company), p. 73.

2

Clarence Shelley, Staff Development (Georgia: Atlanta University National Center for Leadership Development, 1982), p. 13.

8. Whenever successful grantsmanship requires greater productivity in the face of stiffer competition;
9. When staff members are under-utilized;
10. Whenever the director is over-extended developed staff allows the director more time for planning, monitoring, conceptualizing, and direct supervising.<sup>1</sup>

Some library administrators are definitely concerned about and committed to staff development. They consider staff development a major part of their administrative duties. There are other library administrators, however, who place staff development in a minor position in their organizations. That means that there is still need for commitment and implementation of staff development programs.

Margaret Myers says:

Staff development is considered a major commitment on the part of some library administrators. Unfortunately, it is only an afterthought or minor issue in many organizations.

Many employers appear to be more aware of the implications of affirmative action at the initial recruitment and hiring than they are in recognizing the need for such assistance in promotion, training, development for persons already on the staff.<sup>2</sup>

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1

Clarence Shelley, Staff Development (Georgia: Atlanta University Center for Leadership Development, 1982), p. 13.

2

Margaret Myers, "Equal Employment Opportunity Issues and Staff Development," Journal of Library Administration 2 (2) (Summer 1980):39.



According to Myers, there needs to be a formal means of "informing" staff members of staff development "opportunities" open to them.

#### Purpose

The purpose of this study was to determine the staff development needs of four-year college and university librarians in the State of Georgia.

#### Significance of The Study

The information gained from this study is expected to be useful to library administrators, students in library schools, and educators. The following are ways in which this study will be useful:

1. It will expand the existing knowledge in the area of personnel administration.
2. It will help in developing strategies for dealing with personnel problems.
3. It will help students in library schools by pointing out areas with which they might have to deal in the future as personnel administrators by giving direction.
4. It will help educators in their roles as administrators in dealing with staff members.
5. It will help staff members realize that there are ways of both satisfying individual as well as organizational needs.<sup>1</sup>

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<sup>1</sup> Margaret Myers, "Equal Employment Opportunity Issues and Staff Development," Journal of Library Administration 2 (2) (Summer 1980):39.

### Evolution of the Problem

The writer became interested in the problem as a result of reading theoretical and empirical literature in personnel administration, management conferences, and personal observations of management practices. Further, having worked as an academic librarian for a number of years, the writer saw that the need for a systematic study of staff development for academic librarians had become increasingly clear. Finally, a general interest in sharing knowledge and in learning prompted an interest in conducting a study in staff development.

### The Problem

Staff development in many cases is a notion for which there is no real planning. It does not have major priority in personnel administration. Needs of the staff have not been considered, rather, because other organizations have staff development programs, the institution decides that it must have a staff development program too. Accordingly, programs are instituted without regard to staff needs, program objectives or organizational philosophy. In addition, haphazard activities, uninterested, unmotivated staffs, untimely planning, unnecessary and unwanted activities, as well as unpleasant environmental conditions in the four-year college and

university libraries can have detrimental and irreparable effects upon staff development.

### Basic Assumptions

The following assumptions were made in carrying out this study. It was assumed:

1. That library administrators want well organized and well run organizations with effective and efficient workers.
2. That all employees are not necessarily knowledgeable enough to begin or continue certain tasks without some training.
3. That staff development is a vehicle for improvement.

### Limitations

The following limitations controlled this study:

1. This study is limited to four-year college and university libraries in Georgia.
2. This study is also limited to the accuracy and honesty of the various librarians' answers to a specially prepared questionnaire.

### Definition of Terms

In carrying out this study, the following terms were operationally defined:

1. Staff Development refers to those programs which personnel should seek in order to enhance their performance, thereby enabling the organization to reach its goals.
2. Human Resources refers to the personnel or people who work in an organization.

3. Personnel Management refers to the management of human resources.
4. Management refers to the "the process of planning, organizing, directing and controlling to accomplish organizational goals through the coordinated use of a firm's resources."
5. Needs refers to "the lack of essential knowledge, skills, or attitudes that, in turn, prevent satisfactory job performance and interferes with an individual's potential for assuming different or greater responsibilities, now or in the future."

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David J. Cherrington, Personnel Management: The Management of Human Resources (Iowa: William C. Brown Company Publishers, 1983), p. 8.

2

Barbara Conroy, Library Staff Development and Continuing Education (Colorado: Libraries Unlimited, Inc., 1978), p. 7.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

The literature was reviewed in five sections:

(1) Rationale for Staff Development, (2) Responsibility for Staff Development, (3) Motivation and Learning, (4) Needs and Needs Assessment, and (5) Objectives, Implementation and Evaluation.

#### Rationale for Staff Development

There are many advantages in having well planned staff development programs. The advantages are not only for the organization but also for the workers. On that point, authorities agree with James W. Hill who pointed out a few of those advantages. He stated that staff development should help with the provision of staff members to be elevated to higher positions whenever the need arises.<sup>1</sup> Upward mobility should be a product of staff development. Specifically, consideration should be given to the acquisition of "new skills and information" which can be used both inside and outside the organization. Opportunities to have an active interest in the organization and its objectives should be present. Morale should be heightened because employees' desire

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<sup>1</sup> James W. Hill, "A Model for Staff Development," Journal of Library Administration 1 (1) (Spring 1980):31.

to advance has been considered by the organization. Finally, a sense of greater esteem should result because of the confidence that the organization places in the worker by investing in his present and future competencies.

Dwight F. Burlingame and Julia A. Wood mention that advances in "technology and communication" should and will produce more time for staff to concentrate on and participate in other activities as well as to execute them. These writers further believe that within the next ten years staff development should be such that it will direct the success of academic libraries in coping with future "demands and constraints." Because of the position of staff development in meeting future "demands and constraints," it is important. Further, Burlingame and Wood indicate that there are other reasons for staff development.<sup>1</sup> Some of those reasons they enumerated are "job satisfaction, professional advancement, increased work efficiency and productivity, improved quality of decision-making, increased staff motivation and morals, and personal

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<sup>1</sup> James W. Hill, "A Model for Staff Development," Journal of Library Administration 1 (1) (Spring 1980):31.

growth and development." David Marshall Hunt and Carol Michael agree with Burlingame and Wood as they mention mentorship as an important training and development tool for upward progression and personal advancement in organizations.<sup>2</sup> Consequently, the importance of staff development cannot be overemphasized.

### Responsibility for Staff Development

The question of where responsibility for staff development rests led to interesting suggestions from the literature.<sup>3</sup> Burlingame and Wood concur with Barbara Conroy<sup>4</sup> that the most sound staff development organization plan would be to hire and assign someone the duty of administering the staff development program. That staff development

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<sup>1</sup> Dwight F. Burlingame and Julia A. Wood, "Staff Development and Continuing Education in the University Library Setting," Journal of Library Administration 1 (4) (Winter 1980):41.

<sup>2</sup> David Marshall Hunt and Carol Michael, "Mentorship: A Career Training and Development Tool," Journal of Library Administration 5 (1) (Spring 1984):77.

<sup>3</sup> Dwight F. Burlingame and Julia A. Wood, "Staff Development and Continuing Education in the University Setting," Journal of Library Administration 1 (4) (Winter 1980):42.

<sup>4</sup> Barbara Conroy, Library Staff Development and Continuing Education, p. 16.

administrator should be especially trained to administer the program.

Having an administrator is ideal for staff development; however, in most cases, the funds for that position are not available. When there are insufficient funds, the library administrator has to find other means for the administration of staff development. In that case, another organizational plan is to have a committee composed of staff members from all of the areas in the library such as acquisitions, cataloging, reference and circulation.<sup>1</sup> In that group of staff members, one person could be selected to chair the committee. The committee would then be responsible for drawing up the policies and procedures for the staff development program activities.<sup>2</sup> Of course, the overall responsibility for staff development in the library rests with the chief administrator.

#### Motivation and Learning

While there is agreement that there must be motivation before learning takes place, the sources

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<sup>1</sup> Dwight F. Burlingame and Julia A. Wood, "Staff Development and Continuing Education in the University Library Setting," Journal of Library Administration 1 (4) (Winter 1980):42-43.

<sup>2</sup> Ibid.



and how one motivates may differ. Carlton Rochell states that staff development is an effort to increase the "capability" of an organization to carry out its objectives. Within that effort are motivational forces needed for personnel to be fruitful and competent in executing their obligations on the job.<sup>1</sup>

Referring to motivation of staffs, Biscoe and Stone assert "staff development programs and activities do not, in themselves motivate staff."<sup>2</sup> They refer to staff development as "two-way responsibility" on both the part of the worker and the organization of which the worker is a part. Administrators must realize that staff programs have to be of such nature that they do not waste the workers' time. Those activities should be worth the energy put forth to carry them out. If workers feel that activities will not produce valuable results, there will be no motivation. In speaking of adult motivation, Biscoe and Stone state that:

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<sup>1</sup> Carlton C. Rochell, Wheeler and Goldhor's Practical Administration of Public Libraries (New York: Harper and Row, 1981), p. 33.

<sup>2</sup> Eleanor Lynch Biscoe and Elizabeth Stone, "Motivation and Staff Development," Journal of Library Administration 1 (1) (Spring 1980):55-56.

Adult motivation stems from an inciting cause which helps to determine an individual's choice of an objective and his behavior in seeking it. A motive may be comprehended or unconscious.<sup>1</sup>

Beverly Lynch<sup>2</sup> agrees with Herzberg that "improving work conditions, raising salaries, or shuffling tasks do not motivate employees."<sup>3</sup> On the other hand, Biscoe and Stone agree with McGregor's<sup>4</sup> Theory Y which assumes that people direct and control themselves in order to fulfill objectives which they promised to meet. Individual commitment to objectives are a means of satisfying egos and striving toward self-fulfillment.<sup>5</sup> Goodman says that in a library,

<sup>1</sup> Eleanor Lynch Biscoe and Elizabeth Stone, "Motivation and Staff Development," Journal of Library Administration 1 (1) (Spring 1980):55-56.

<sup>2</sup> Beverly P. Lynch, "Supervisory Training in Libraries: Performance Appraisal, Communication, Decisionmaking, and Motivation," Journal of Library Administration 1 (3) (Fall 1980):34.

<sup>3</sup> Frederick Herzberg, "One More Time: How Do You Motivate Employees?" Harvard Business Review 56 (January-February 1968):53-68.

<sup>4</sup> Biscoe and Stone, "Motivation and Staff Development," p. 59.

<sup>5</sup> Douglas McGregor, The Human Side of the Enterprise (New York: McGraw-Hill, 1960), p. 83.

professional service is rendered by workers in relationship to "their own self-motivations" or in relationship to the "motivations" that they receive from their supervisors.<sup>1</sup> In recent years, Lynch says that administrators realized that, in order to have the best performance and reach goals, supervisors should be knowledgeable regarding "techniques of modern management and must be skilled in motivating staff."<sup>2</sup>

Motivation theory states that internal motivation has its origin in adults' wanting to achieve success. Conroy says that "library personnel want access to those learning opportunities for themselves."<sup>3</sup> By means of staff development, librarians can "increase their competency, pave their career paths, enrich their personal growth, and direct their personal

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<sup>1</sup> Charles H. Goodman, "Employee Motivation," Library Trends 20 (1) (July 1971):43.

<sup>2</sup> Lynch, "Supervisory Training in Libraries: Performance Appraisal, Communication, Decisionmaking, and Motivation," Journal of Library Administration 1 (3) (Fall 1980):34.

<sup>3</sup> Barbara Conroy, "A Consumer's Guide to Staff Development Resources," Journal of Library Administration, 1 (1) (Spring 1980):41.

skills and interest." <sup>1</sup> With those personal motivations, demands can be placed on managers for learning. Adult learning will not take place until adults are "motivated internally to learn," according to Biscoe and Stone. Biscoe and Stone further expound that there are several factors on which adult learning depends in order to be effective. Another factor is how adults feel about what they have learned. Finally, there is the consideration of adults' <sup>2</sup> need for esteem.

Learning is said to be a lifelong process and Cyril O. Houle sees it as a "lifelong obligation." This obligation, he asserts, is executed in several ways:

1. The incidental learning which comes from practice;
2. Informal association;
3. Reading;
4. Attending conferences;
5. Short courses;
6. Sharing in the work of professional associations.<sup>3</sup>

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<sup>1</sup> Barbara Conroy, "A Consumer's Guide to Staff Development Resources," Journal of Library Administration, 1 (1) (Spring 1980):41.

<sup>2</sup> Biscoe and Stone, "Motivation and Staff Development," Journal of Library Administration 1 (1) (Spring 1980):59-60.

<sup>3</sup> Cyril O. Houle, "The Role of Continuing Education in Current Professional Development," Library Journal 61 (3) (March 1967):259.

Both James R. Kidd<sup>1</sup> and Larry Nolan Davis<sup>2</sup> agree that the administrator must take into consideration the way adults learn in order to have an effective staff development program. Many would argue the point that with respect to learning, adults differ from children. Knowing that about adults can add to the success of staff development programs. A great deal of the time and practices used with children are also used with adults. Generalizations such as the difference in learning for adults have far reaching implications in learning and Davis pointed out six of them. Ignoring or taking these six generalizations into consideration could make the difference in the success or failure of staff development programs:

1. Adults have a good deal of first hand experience.
2. Adults have a great many preoccupations outside of a particular learning situation.<sup>3</sup>

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<sup>1</sup> James R. Kidd, How Adults Learn, rev. ed. (New York: Association Press, 1975), p. 18.

<sup>2</sup> Larry Nolan Davis, Planning, Conducting, Evaluating Workshops: A Manager's Guide to Staff Development (Texas: Learning Concepts, 1975), pp. 4-6.

<sup>3</sup> Larry Nolan Davis, Planning, Conducting, Evaluating Workshops: A Manager's Guide to Staff Development (Texas: Learning Concepts, 1975), pp. 4-6.

3. Adults have decisions to make and real problems to solve.
4. Adults exhibit habitual responses to authority.
5. Adults have real things to lose.<sup>1</sup>
6. Adults have a certain amount of pride and prefer to be self-directed whenever possible.

Whenever authority is the basis for educational activities, adults have a tendency to follow those activities to the letter or participate in them but yet not learn anything from them. Just the opposite is true when educational activities are a result of "self-started needs." Those activities started by adults as a result of needs are the seedbed of learning.<sup>2</sup>

Regarding learning, Samuel Rothstein said the following:

As professional people, as librarians, especially, we owe it to ourselves and to our clientele to go on learning in a more purposeful, planned and effective way.<sup>3</sup>

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Larry Nolan Davis, Planning, Conducting, Evaluating Workshops: A Manager's Guide to Staff Development (Texas: Learning Concepts, 1975), pp. 4-6.

2

Samuel Rothstein, "Nobody's Baby: A Brief Sermon on Continuing Education," Library Journal 90 (10) (May 15, 1965): 2227.

3

Ibid.

### Needs and Needs Assessment

It is agreed that motivation is necessary for learning to take place; however, there must also be a need. James R. Kidd says that probably "the most curious and fascinating part about human beings is the drive and needs and desires and interests<sup>1</sup> that make them what they are." The importance of needs then must not be underestimated.

Biscoe and Stone<sup>2</sup> concur with other writers that everyone has needs and will work to see that those<sup>3</sup> needs are satisfied. Biscoe, Stone, and Goodman substantiate their ideas by referring to Abraham Maslow's "Hierarchy of Needs," which begins with the<sup>4</sup> physical needs and progresses to higher needs.

In discussing needs, Barbara Conroy says the following:

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<sup>1</sup> James R. Kidd, How Adults Learn, rev. ed. (New York: Association Press, 1978), p. 112.

<sup>2</sup> Biscoe and Stone, "Motivation and Staff Development," p. 55.

<sup>3</sup> Charles H. Goodman, "Employee Motivation," p. 39.

<sup>4</sup> Abraham Maslow, "A Theory of Human Motivation," Psychological Review 50 (July 1943):370.

Needs are dynamic, constantly changing and evolving, buffeted by organizational, societal and technological changes, sparked by current causes and issues, activated by personal priorities and job shifts. The generalized needs that have come from these various sources all have implications for learning programs, as do more specific organizational circumstances.<sup>1</sup>

In the library, staff members might be given new tasks for which there is a need for learning. Certain staff might wish to improve themselves because of duties that they would like to perform in the future. On the other hand, the administrators might be trying to prepare for the future by looking at trends and finding the need for additional learning on the part of the staff.<sup>2</sup> Learning is conditioned by the various kinds of needs.<sup>3</sup>

Knowing what needs are is highly important.<sup>4</sup> Bishop observes that requirements made by organizations and solutions made by organizations do

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<sup>1</sup> Barbara Conroy, Library Staff Development and Continuing Education (Colorado: Libraries Unlimited, Inc., 1978), p. 7.

<sup>2</sup> Ibid.

<sup>3</sup> William E. Hardman, Complete Management Library, Vol. XXI, In-Plant Training (New Jersey: Prentice-Hall, Inc., 1963), p. 12.

<sup>4</sup> Leslie J. Bishop, Staff Development and Instructional Improvement (Massachusetts: Allyn and Bacon, Inc., 1976), p. 7.



not constitute needs. An example of this can be seen in team teaching which might be called a need in an institution but close scrutiny pointed to the fact that team teaching is "an hypothesized solution" instead. The need, on the other hand, might be better utilization of superior talent or additional aid for persons putting forth their best efforts. In order to have effective learning, the "need" could be determined by the process of focusing, assessing, and<sup>1</sup> modifying.

Development programs are often started before allowing enough time for assessing needs and planning. Many times development is started because someone thinks it should be done because other organizations have started staff development programs. F. T. Malm states that some organizations try what other organizations are doing in their staff development programs "without considering whether the new style really fits the needs of the situation." In order to<sup>2</sup> have effective staff development, it is essential to

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<sup>1</sup> Leslie J. Bishop, Staff Development and Instructional Improvement (Massachusetts: Allyn and Bacon, Inc., 1976), p. 7.

<sup>2</sup> F. T. Malm, "Analyzing Training Needs and Results," in Paul Pigors, Management of Human Resources (New York: McGraw-Hill Book Company, 1964), p. 298.

have development needs and results analyzed  
<sup>1</sup> thoroughly.

<sup>2</sup> Both Malm and <sup>3</sup> Conroy agree that learning is a continuous process and that whether or not there is planned development or unstructured development activities, staff members learn as a result of observations and interactions with other staff members. Regardless of the hierarchical level, staff members learn from the individuals with whom they come in contact.

Needs then can be analyzed in several ways. First of all, surveys are good to use in assessing needs. The survey can take the form of informal talks, discussions, and consultations with administrators and supervisors. Those informal means of assessments attempt to get the thinking and participation of administrators and supervisors in the design of the staff development program. Formal surveys including morale and attitude need to be conducted at all levels in the organization.

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<sup>1</sup> F. T. Malm, "Analyzing Training Needs and Results," in Paul Pigors, Management of Human Resources (New York: McGraw-Hill Book Company, 1964), p. 298.

<sup>2</sup> Ibid.

<sup>3</sup> Conroy, Library Staff Development and Continuing Education, p. 7.

A second method of assessing staff development needs is using the morale or attitude scale survey. These surveys may include all staff members and the aim of the survey is to have all staff members express themselves on a variety of issues. Those issues may include "working conditions, methods, safety problems, supervision, management and organizational problems." For those surveys, "anonymous questionnaires" are<sup>1</sup> used with standardized multiple choice questions. Sometimes space is provided for "free response" items so that those persons answering the questions can write what they so desire. By using this type of survey, need for development and development topics can easily be spotted and identified for development purposes.

A third means of assessing needs according to Malm would be "statistical indicators." Statistical data regarding "accidents, absenteeism and tardiness, labor turnover, quits, discharges, complaints and grievances, and disciplinary actions" point out personal problems and are useful in analyzing development needs. Frequent analysis of statistical data can point out "where and when" development is

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<sup>1</sup> Malm, "Analyzing Training Needs and Results," p. 298.

needed.

A fourth means of assessing needs is through "job and worker analysis." "Specifying the characteristics of the position and the work to be performed" has long been recommended as an aid in analyzing training needs. Worker analysis could take many forms among which are results of personal tests, evaluation of interview material found on applications, merit ratings, performance appraisals of workers, supervisors, or executives. A comparison of these forms of knowledge, performance or experience of the workers, supervisors, or executives with desired results would certainly offer information for needs<sup>1</sup> for staff development.

John H. Proctor and William M. Thornton stated that when development is the "intentional act" to supply ways for staff to learn, haphazard change is avoided and removed. In light of that, there is a need to know the desired learning that needs to begin and what workers need to know before a program of development takes place.<sup>2</sup> The two writers previously mentioned stated the following about needs:

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<sup>1</sup> Malm, "Analyzing Training Needs and Results," p. 298.

<sup>2</sup> John H. Proctor and William H. Thornton, Training: A Handbook for Line Managers (New York: American Management Association, 1961), pp. 28-31.

Training needs are skills, knowledge, and attitudes individuals require in order to overcome problems as well as to avoid creating problem situations.<sup>1</sup>

When there are problem situations that can be corrected by training, those problems have arisen because some individuals were performing their duties in such a way that the organization could meet its goals. In order for an organization to succeed, those individuals who are performing at an unacceptable level would have to change. If, on the other hand, the problem is one created by the organization, such as "structure, plans, or policy," training would be futile. Training otherwise is one of the best administrative vehicles for having people to learn.

Training can certainly be helpful, but must be given a major place. Using training as an "afterthought" does not lend itself to change and progress. It is the duty of the administrator to determine training needs and this should be a part of the daily job, and the administrator's job is a continuous process.

Now the question arises regarding how training needs are noted. Noting needs can be very simple and this can be done through observing a worker performing

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John H. Proctor and William H. Thornton, Training: A Handbook for Line Managers (New York: American Management Association, 1961), pp. 28-31.

a task incorrectly. A supervisor could set the atmosphere for change on the spot by putting the person at ease and observing him to see whether or not he actually knows how to perform the task. If the person does not know the proper procedure, the supervisor could show the worker what to do.<sup>1</sup> In addition, the supervisor could observe the worker after instruction has been given. If the worker performs satisfactorily, he could be left alone with the task to be completed. Later in the day, the supervisor could check to see if the proper method is being used. If more than one worker has the same problem and funds are available, additional learning<sup>2</sup> for the group might be necessary.

As a rule, training is considered in order to solve problems when either or all of the following situations occur:

1. Possibilities of surpassing standards by improving skills, methods or attitudes are foreseen.
2. Difficulties in meeting standards because of present skills, methods, or attitudes are noted.
3. Experienced employees are to be transferred, promoted, or retired.

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John H. Proctor and William H. Thornton, Training: A Handbook for Line Managers (New York: American Management Association, 1961), pp. 28-31.

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Ibid.

4. New equipment and facilities are obtained.
5. Measures and indicators consistently run counter to the desired direction in spite of supervision and other corrective actions.<sup>1</sup>

A study of organizational structure could give great insight into various training needs. Studying the present organization for future plans will also help with future needs. Job descriptions are also helpful in determining needs.

The following list drawn up by the Research Committee of the American Society of Training Directors gives eleven techniques for determining training needs:

1. Observations
2. Management request
3. Interviews
4. Group conference
5. Job or activity analysis
6. Questionnaire surveys
7. Tests or examinations
8. Merit or performance ratings
9. Personnel records<sup>2</sup>

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John H. Proctor and William H. Thornton, Training: A Handbook for Line Managers (New York: American Management Association, 1961), pp. 28-31.

2

Ibid.

10. Business and production reports
11. Long-range organization planning<sup>1</sup>

As far as the professional training person is concerned, he has some methods of determining needs at his disposal, one of which is job analysis. Job analysis gives details regarding a specific job along with the necessary "skills, knowledge, abilities, and responsibilities" for carrying the job successfully. Included in job analysis is the observing, studying, gathering information as well as reporting findings.

Job analyses are made for several reasons. Some of those reasons include job guidance, evaluation of employees and jobs, personnel policies, better utilization of human resources, safety, health and medical research. The job analyst usually observes an individual at work and interviews in order to get all the data that is necessary concerning a job.

Another method for determining needs that the professional trainer can use is the "checklist survey." The professional trainer can develop a questionnaire or checklist in order to get the opinions and observations of persons concerning training needs. The checklists can be used at any staff level and can be used to determine the

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John H. Proctor and William H. Thornton, Training: A Handbook for Line Managers (New York: American Management Association, 1961), pp. 28-31.



following:

1. The subordinate's view of the superior's training needs.
2. The superior's view of the subordinate's training needs.
3. The associate's view of his colleague's training needs.<sup>1</sup>

There is a need sometimes to use a combination of methods such as was the case that Proctor and Thorton reported. Those methods used in order to get a supervisor to recognize needs are as follows:

1. Supervisor-description: The manager reported the training needs of the supervisors reporting to him.
2. Supervisory survey: The supervisors responded to a questionnaire regarding their own training needs.
3. Employee interviews: Three or more employees reporting to each supervisor who completed a supervisory-survey questionnaire were interviewed, following a set pattern, as to their supervisor's effectiveness.
4. Merit-review records: These reflected each employee's development needs and how well these needs were becoming satisfied. Thus, they also were an indication of the supervisor's effectiveness.<sup>2</sup>

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<sup>1</sup> John H. Proctor and William H. Thornton, Training: A Handbook for Line Managers (New York: American Management Association, 1961), pp. 28-31.

<sup>2</sup> Ibid.

5. Exit-interview records: The summary of the training needs of individual supervisors was rounded out by reviewing comments of employees leaving during the year prior to the study.<sup>1</sup>

Finally, Proctor and Thornton state that:

Training is your intentional act of providing the means for your subordinates to learn. This implies that your training efforts must be based on a real need from any one or a combination of problems and whether or not training is called for. When learning is a part of the preparation for change, training must be started well in advance of the date on which additional know-how will be needed. Training specialists are available with such tools as job analysis, checklist surveys, patterned interviews, and personal-research findings to help you identify training needs. When training needs have been carefully determined, the planning, initiating, measuring, and follow-up of training are vastly more organized and meaningful.<sup>2</sup>

#### Objectives, Implementation and Evaluation

Essential to a staff development program is establishing objectives. Sometimes in planning a program of staff development, planners do not set objectives because of the difficulty in developing them. Objectives are important in that they help with setting up the program, executing it, and evaluating it.

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<sup>1</sup> John H. Proctor and William H. Thornton, Training: A Handbook for Line Managers (New York: American Management Association, 1961), pp. 28-31.

<sup>2</sup> Ibid., p. 42.

After collecting the information regarding needs during the needs assessment process, the needs must be analyzed. The process of analysis includes classifying the needs into patterns and tabulating the areas where the needs exist. Classification and tabulation aid in deciding which needs take precedence over others and set the stage for the type of development program to be planned. This also allows the planners to make objectives for the development program. Conroy says the following:

A written report of the analysis includes the patterns of needs found, the priority of needs, and recommendations for action. Dissemination of such a report can be an important follow-through that prepares library personnel for the activities in the program to follow.

In summary, although four-year college and university libraries have some form of program development, there is not the commitment to it that they should have. Burlingame and Wood capture that idea in these words:

Unfortunately, much of the progress is only at an "awareness level" as opposed to an "action level" and many libraries still do not have organized staff development programs.

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<sup>1</sup>  
Conroy, Library Staff Development and Continuing Education, p. 37.

<sup>2</sup>  
Burlingame and Wood, "Staff Development and Continuing Education in the University Library Setting," p. 45.

With staff development, libraries would be better places to work because the well-planned programs would meet the needs of staff members and the publics they serve. Biscoe and Stone summed up the idea of libraries being better places to work as a result of well-planned and executed staff development programs in this manner:

Libraries which integrate staff development into their general management philosophy are not guaranteed a "fully motivated and dedicated staff" or any other unrealistic promise, but they will be libraries where people want to work. They will be libraries where staff development is not perceived or treated as an end in itself, but is understood to be a humanistic vehicle for meeting its most valuable resource - its staff.

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<sup>1</sup>  
Biscoe and Stone, "Motivation and Staff Development," p. 71.

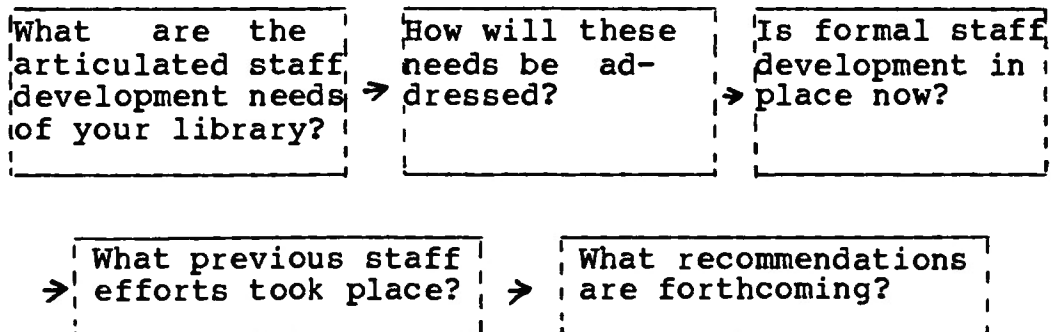
## CHAPTER III

### METHODOLOGY

This chapter includes the theoretical framework and research questions, research design, population, setting, selection procedure, instruments, and procedure for implementation.

#### Theoretical Framework and Research Questions

After reviewing the literature, the writer developed a theoretical framework from which research questions were derived. The study is descriptive in nature which means that the writer hoped to gather data which would clarify and describe staff development in four-year college and university libraries. The study is based on the premise that qualitative data acquired from academic librarians in three major personnel positions will yield a valid description of the current state and future directions of library staff development. Basically, the writer felt that information processed through the following paradigm would provide a significant and comprehensive picture of the data being sought:



From this framework, the following research questions were selected:

1. What are your prioritized staff development needs?  
List your staff development needs according to their importance to you.
2. How do you propose to address those needs?  
In what manner would you like to see those needs addressed?
3. Do you now have a formal staff development program?  
Is there a formal staff development program in your library now?
4. What was the nature of your staff development program in the past?  
What was the nature of the staff development program in your library in the past?
5. What recommendations would you make to other librarians in the general area of staff development?  
What recommendations would you make in the general area of staff development?

### Research Design

This investigation is a descriptive survey, using the census method along with the interview. According to Ary et al., the descriptive research methodology "describes and interprets what is." This method of research concerns itself with the following:

... conditions or relations that exist; practices that prevail; beliefs; points of view, or attitudes that are held; processes that are going on; effects that are being felt; or trends that are developing.<sup>1</sup>

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Donald Ary; Lucy Cheser Jacobs; and Asghar Razavieh, Introduction to Research in Education (New York: Holt, Rinehart and Winston, 1985), pp. 26-27.

### Population

A census is a type of survey and the census which was used in this study includes the entire population, one hundred and eleven (111) librarians, came from all of the thirty-seven (37), four-year college and university libraries in the State of Georgia, as listed in the 1984 American Library Directory. The names of the libraries, library directors, reference librarians, and technical services librarians in private and public educational institutions in Georgia were available in the 1984 American Library Directory.<sup>1</sup> These libraries were in large and small, private and public educational institutions. Staffs in these libraries naturally varied in size but functions were similar.

### Selection Procedure

A search then was made for an instrument to gather data. When the search revealed no appropriate instrument, a letter was sent to Barbara Conroy, a noted library consultant and writer in the area of staff development. Barbara Conroy's name was

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American Library Directory: A Classified List of Libraries in the United States and Canada, with Personnel and Statistical Data. (New York: R. R. Bowker, 1984), pp. 325-349.

mentioned when a call was placed to the American Library Association regarding library staff development and an instrument for determining library staff development needs.

In order to make certain that Conroy understood the nature of the research, a copy of the proposal was sent to her for her perusal. Although Conroy gave pertinent staff development material, instruments for gathering the required data for this study were not forthcoming. The only alternative was the construction of an instrument. For gathering the data, the Academic Library Staff Development Schedule for Library Directors and the Academic Library Staff Development Schedule for Reference Librarians and Technical Services Librarians were constructed.

After field testing these instruments at a nearby college and the writer's own institution, revisions were made in them. The instruments were found appropriate for gathering the necessary data for the completion of the study.

With the instruments in order, correspondence was initiated with the various librarians informing them of the reasons for the study in the four-year college and university libraries in Georgia. A letter, a copy of which is found in Appendix A of this document, was composed and sent to the 111 librarians informing them



of the reasons for the study and requesting their participation. Along with the letter were the instruments, found in Appendix B of this report, used for gathering the data for this study.

A period of four to five days was allowed for the letters and survey schedules to reach their destinations. Follow-up telephone calls were made to the librarians to determine whether or not the materials had reached them, to ascertain whether or not they were desirous of participating in the study, and to confirm dates for making the census by means of personal interviews.

Since many of the libraries were along the same routes, visits included four or five libraries in a given day. This census was taken during the months of June and July 1985.

#### Instruments

The instruments used in this study were Academic Library Staff Development Survey Schedule for Library Directors and the Academic Library Staff Development Schedule for Reference Librarians and Technical Services Librarians. These instruments determined the staff development needs of four-year college and university librarians in the State of Georgia with regard to the importance of their staff

development needs, addressing those needs, having formal staff development programs, the nature of past staff development programs, and recommendations in the area of staff development.

#### Procedure for Implementation

In implementing this study, the following procedure was employed:

1. The literature on staff development was reviewed including rationale for staff development, responsibility for staff development, motivation and learning, needs and needs assessment, and objectives, implementation, and evaluation.
2. The proposal was developed to begin the study regarding staff development programs in four-year college and university libraries in the State of Georgia.
3. Permission to conduct this study at Atlanta University was obtained.
4. Permission from libraries to participate in this study was obtained.
5. The data were collected, analyzed, and interpreted.
6. The summary, findings, conclusions, implications, and recommendations derived from the study were incorporated into the final report.

## CHAPTER IV

### ANALYSIS OF THE DATA

Generally, the responses to the questionnaire were quite extensive in range. There were six hundred and eighty-three (683) different responses to the ten (10) questions presented. For convenience and clarity, similar responses were collapsed into homogeneous groups as nearly as possible. For example, there were one hundred (100) separate responses that related to computers. Typical of these responses were such as: (1) "the needs for going on line directly; (2) the need for more computer terminals; (3) computer science; (4) computer literacy; (5) microcomputers; (6) knowledge of data bases; (7) knowledge of OCLC, Ohio College Library Center, and the Computer; (8) acquisition systems on the computer; and (9) word processing." All of these responses were grouped under the heading of "Computers and Word Processing."

### LIBRARY DIRECTORS

Table 1 shows that there were five categories of the eighty-two (82) responses for thirty-seven (37) Library Directors to the first question, "What are your prioritized staff development needs?" They responded as follows:

- a. Computers and Word Processing
- b. General Knowledge of Libraries and Librarianship
- c. Management Training
- d. Communication

TABLE I  
RESPONSES OF LIBRARY DIRECTORS TO QUESTION  
NUMBER ONE

Question: What Are Your Prioritized Staff Development Needs?		
Categories	Responses	Percentages
a. Computers and Word Processing	31	37.8%
b. General Knowledge of Libraries and Librarianship	21	25.6%
c. Management Training	16	19.5%
d. Communication	7	8.5%
e. Miscellaneous	<u>7</u>	<u>8.5%</u>
Totals	82	100.0%

e. Miscellaneous

For Library Directors in the first category, "Computers and Word Processing," there were thirty-one (31) responses for a percentage of thirty-seven and eight-tenths (37.8) of the total responses to the first question.

The next highest number of responses regarding prioritized needs is in the category of "General Knowledge of Libraries and Librarianship." There were twenty-one (21) responses for a percentage of twenty-five and six-tenths (25.6). Included in this second category were responses such as (1) "a general awareness of the library field, (2) bibliographic instruction, (3) a file for periodicals, (4) how to use, care for, and operate audio-visual equipment, (5) preservation, (6) collection management, (7) knowledge and capabilities of state and national archives, (8) knowledge of the Library of Congress Classification System, (9) safety and security, (10) performance evaluation, (11) how to use reference tools and how to teach students to use them, (12) more staff searching, (13) budgeting, (14) relationship of one job to another, (15) need to order more professional publications, and (16) training relative to professional ethics."

The third category under the question regarding prioritized needs is "Management Training" with sixteen (16) responses for a total percentage of nineteen and five-tenths (19.5) of the responses. Such responses as (1) "management training - skills and trends, (2) motivation and increasing morale, (3) personnel administration, (4) planning skills, (5) conflict management, and (6) supervisor - supervisee relationships" were subsumed in this category.

The fourth category under the question regarding prioritized needs is "Communication" with seven (7) responses for a total percentage of eight and five-tenths (8.5) of all the responses. Typical of the responses in this category were such responses as (1) "oral and written communication skills (2) upgrading with grammar, (3) interviewing, (4) how to deal with the public, (5) how to deal with irate users, (6) better public relations, and (7) proposal and grant writing."

In the fifth category under the question regarding prioritized needs is "Miscellaneous" with seven (7) responses for a total percentage of eight and five-tenths (8.5). Under "Miscellaneous," were responses such as (1) "exchange programs with other libraries, (2) intellectual stimulation of tenured faculty, (3) analytical skills and (4) provision of

skills and expertise for improved collections and service."

For the Library Directors' sixty-six responses to the second question, "How do you propose to address those needs?", there were five categories listed in Table 2 on page 45:

- a. Staff Development Activities such as Workshops, Tours, Conventions, Formal Courses, etc.
- b. Planned Staff Development Programs
- c. Communication
- d. Funds for Activities
- e. Miscellaneous

Under "Staff Development Activities," there were thirty-seven (37) responses for a total percentage of fifty-six (56) of all the responses to the second question on addressing needs. Subsumed in this category were such responses as (1) "conducting and attending workshops on preservation, management, group dynamics, communication skills, newer technologies, audio-visual materials, conflict management, dialog training, performance and evaluation, safety, and computer training, (2) formal courses, (3) tours, (4) visits, (5) lectures, (6) seminars, and (7) inviting speakers."

TABLE 2

## RESPONSES OF LIBRARY DIRECTORS TO QUESTION NUMBER TWO

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Question: How do you propose to address those needs?

Categories	Responses	Percentages
<hr/>		
a. Staff Development Activities (Such as Workshops, Formal Classes, Tours, etc.)	37	56 %
b. Planned Staff Development Programs	15	23 %
c. Communication	5	7.5%
d. Funds for Activities	5	7.5%
e. Miscellaneous	<u>4</u>	<u>6.0%</u>
Totals	66	100.0%

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Under the second category, "Planned Staff Development Programs," regarding addressing needs, Library Directors' responses numbered fifteen (15) for a total percentage of twenty-three (23) of the total responses to the question. Typical responses were (1) "recurrent orientation for all staff, (2) attending the Visiting Scholars Program, (3) having staff development officers plan for the entire year, (4) requesting non-professional staff to attend bibliographic instruction sessions held by the professional staff, and (5) holding weekly teaching sessions."

The third category under the question regarding addressing needs is "Communication" with five (5) responses for a total percentage of seven and five-tenths (7.5). Typical of the responses in this category were such responses as (1) "preparing guidelines to teach students functions and services, (2) preparing a staff manual, (3) reading staff manuals, and (4) holding ad hoc sessions with irate users."

The fourth category under the question regarding addressing needs is "Funds for Activities" with five (5) responses for a total percentage of seven and five-tenths (7.5). Responses subsumed in this category are (1) "request for funds, (2) conducting

staff development activities in a cost effective and beneficial manner to the library, and (3) continuing requests for funds."

The last and fifth category regarding addressing needs is "Miscellaneous" with four (4) responses for a total percentage of six (6). In that category typical responses were such as (1) "professional reading, (2) released time to prepare a training manual, and (3) having library schools do a better job of teaching cataloging."

Table 3 shows that all thirty-seven (37) Library Directors responded to question number three, "Do you now have a formal staff development program?" Thirty-two (32) for a percentage of eight-six and four-tenths responded indicating the absence of formal staff development programs. At the institutions surveyed, the four (4) responses of "Yes" for a percentage of eleven (11), indicated the existence of only four (4) formal staff development programs in the survey. Only one (1) for a percentage of three (3) indicated that a staff development program was under development.

Table 4 shows the thirty-three (33) responses of Library Directors to the fourth question, "What was the nature of your staff development program in the past?" There were three categories listed in this table on page 49.

TABLE 3  
RESPONSES OF LIBRARY DIRECTORS TO QUESTION  
NUMBER THREE

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Question: Do you now have a formal staff development program?

Categories	Responses	Percentages
a. No	32	86%
b. Yes	4	11%
c. Developing a Staff Development Program	<u>1</u>	<u>3%</u>
Totals	37	100%

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TABLE 4  
RESPONSES OF LIBRARY DIRECTORS TO QUESTION  
NUMBER FOUR

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Question: What was the nature of your staff development program in the past?

Categories	Responses	Percentages
<hr/>		
a. No Staff Development Programs	16	48.4%
b. Unstructured, Occasional, Informal, or Haphazard Staff Development Activities	15	45.4%
c. Evolving Staff Development Programs	2	<u>6.0%</u>
Totals	33	99.8% or 100.0%

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- a. No Staff Development Programs
- b. Unstructured, Occasional, Informal  
or Haphazard Staff Development  
Activities
- c. Evolving Staff Development Programs

Under the category, "No Staff Development Programs," there were sixteen responses (16) for a total percentage of forty-eight and four-tenths (48.4) of the total responses. Typical of responses regarding past staff development programs in this category were (1) "never had one" and (2) "nothing prior to five years."

Under the second category, "Unstructured, Occasional, Informal, or Haphazard Staff Development Activities," regarding past staff development programs, there were fifteen (15) responses for a total percentage of forty-five and four-tenths (45.4). Typical responses in this category were (1) "occasional activities, (2) trained upon request, (3) had a staff development association, mostly social, (4) voluntary training, (5) trial and error, and (6) attending one computer workshop."

For "Evolving Staff Development Programs," the third and last category regarding past staff development programs, there were two (2) responses for a total percentage of six (6). Subsumed in this category were responses such as (1) "evolving over the

past five years" and (2) "evolving over the past ten years."

The fifth and last question for Library Directors, shown in Table 5 on page 52 was "What recommendations would you make to other librarians in the general area of staff development?" There were four categories listed in this table:

- a. Plan a Well Developed Staff Development Program
- b. Communication
- c. Staff Development Activities such as Workshops, Tours, Formal Courses, Visits, etc.
- d. Funding

For the first category, "Plan a Well Developed Staff Development Program," regarding the question on recommendations, there were eighteen (18) responses for a percentage of thirty-seven (37) of the total responses to this question. Such responses included (1) "released time for staff development, (2) using expertise of staff already hired, (3) sharing ideas and released time for staff development activities, (4) participating in the decision-making process, (5) activities deemed necessary, and (6) motivating staff."

Under "Communication," the second category regarding recommendations, there were fourteen (14) responses for a percentage of twenty-nine (29).

TABLE 5  
 RESPONSES OF LIBRARY DIRECTORS TO QUESTION  
 NUMBER FIVE

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Question:    What recommendations would you make to other librarians in the general area of staff development?		
Categories	Responses	Percentages
<hr/>		
a. Plan a Well Developed Staff Development Program	18	37%
b. Communication	14	29%
c. Staff Development Activities (Such as Workshops, Formal Classes, Tours, etc.)	12	24%
d. Funding	<u>5</u>	<u>10%</u>
Totals	49	100%

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Typical of responses in this category were (1) "developing a network of people to call on for assistance, (2) having events which force interaction, (3) released time for reading, (4) keeping abreast, and (5) having a forum for writing and publishing."

Under "Funding," the fourth and last category regarding recommendations, Library Directors' responses number five (5) for a percentage of ten (10). Typical of the responses in this last category were (1) "do not wait for massive foundation funding, (2) request more funds for providing activities, (3) provide more funds for staff to attend library meetings, (4) request more funds, and (5) have the budget allocations for library operations include staff development."

#### REFERENCE LIBRARIANS

Table 6 on page 54 shows the thirty-seven (37) Reference Librarians' responses to the first request, "List your staff development needs according to their importance to you." They responded as follows:

- a. Computers and Word Processing
- b. General Knowledge about Library Resources and Knowledge
- c. Management Training
- d. Communication
- e. Special Training



TABLE 6  
RESPONSES OF REFERENCE LIBRARIANS TO REQUEST  
NUMBER ONE

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Question: List your staff development needs according to their importance to you.

Categories	Responses	Percentages
a. Computers and Word Processing	32	56%
b. General Knowledge about Library Resources and Reference	11	19%
c. Managment Training	6	11%
d. Communication	5	9%
e. Special Training	<u>3</u>	<u>5%</u>
Totals	57	100%

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Under "Computing and Word Processing," there were thirty-two (32) responses for a percentage of fifty-six (56). Subsumed in this first category were such responses as (1) "training to use different data bases, (2) money to get into data bases, (3) general use of the computer-word star, (4) online searching, and (5) how to use OCLC, Ohio College Library Center."

In the second category, "General Knowledge about Library Resources and References," regarding needs according to their importance, there were eleven (11) responses for a percentage of nineteen (19). Typical of such responses were (1) "knowledge about reference, (2) need more knowledge about Standard and Poor's and Moody, (3) more knowledge about government documents, (4) audio-visual equipment, (5) revising a manual of procedures and guidelines for the reference department, (6) research skills, (7) reference development, and (8) how to aid students in their use of variance reference tools."

For the third category, "Management Training," under regarding needs according to their importance, there were six (6) responses for a percentage of eleven (11). Typical responses in this category were (1) "supervisory training, (2) management skills and techniques, and (3) means of evaluating staff."

In the fourth category, "Communication," under

regarding needs according to their importance, there were five (5) responses for a percentage of nine (9). Among the responses in this category were (1) "sessions for clerical workers on how to get along with people, (2) interpersonal communication skills, (3) reference interview, (4) reference sources interview, and (5) public speaking workshops."

Under the fifth and last category, "Special Training," regarding needs according to their importance, there were three (3) responses for a percentage of five (5). Typical responses included in this category were (1) "having coursework in languages and in special subject areas such as business and (2) having librarians take classes in reading, business, and in skills demanding fields."

Table 7 on page 57 shows Reference Librarians' responses to the second question, "In what manner would you like to see those needs addressed?" They responded as follows:

- a. Staff Development Activities such as Workshops, Formal Courses, Discussion Groups, etc.
- b. General Knowledge of the Library and Reference Sources
- c. Miscellaneous

Under the first category, "Staff Development Activities," regarding the question on addressing needs, there were twenty-nine (29) responses for a

TABLE 7  
RESPONSES OF REFERENCE LIBRARIANS TO QUESTION  
NUMBER TWO

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Question: In what manner would you like to see those needs addressed?

Categories	Responses	Percentages
a. Staff Development Activities (Such as Workshops, Formal Classes, Tours, etc.)	29	80%
b. General Knowledge of the Library and Reference Sources	5	14%
c. Miscellaneous	<u>2</u>	<u>6%</u>
Totals	36	100%

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percentage of eighty (80). In this category were such responses as (1) "conducting and attending workshops on word processing, (2) workshops on the computer, (3) management institutes, (4) in-house workshops, (5) personnel appraisal workshops, (6) Dialog workshops, (7) inviting speakers, (8) attending formal classes, (9) discussion groups, (10) goal-setting meetings, (11) carrying out searches at other places, (12) requesting policy statement regarding attendance at conferences, (13) having training from the computer science department, and (14) training from commercial vendors."

The second category, "General Knowledge of the Library and Reference Sources," regarding addressing needs had five (5) responses for a percentage of fourteen (14). Included in this category were such responses as (1) "have bibliographic instruction for non-professional staff, (2) prepare a staff manual, (3) released time for reading about library trends, (4) have individual training on equipment with time to read instructions, and (5) have a checklist made for reference materials."

In the third and last category, "Miscellaneous," regarding addressing needs, there were two (2) responses for a percentage of six (6). These two responses in this category were (1) "encouraging

library schools to have their curricula follow such patterns as to satisfy needs and (2) request permission from the university to carry out staff development activities."

Table 8 on page 60 shows the responses from the Reference Librarians to the third question, "Is there a formal staff development program in your library?" They responded as follows:

- a. No
- b. Yes
- c. In the process of setting one up

Eighteen (18) Reference Librarians responded "No" to question three for a percentage of seventy-eight and two-tenths (78.2), indicating the absence of formal staff development programs. At the institutions surveyed, the four (4) responses of "Yes" for a percentage of seventeen and three-tenths (17.3) indicated the existence of only four formal staff development programs in the survey. Only one (1) for a percentage of four and three-tenths (4.3) indicated that a staff development program was under development.

Data in Table 9 on page 62 shows the Reference Librarians' responses to the fourth question, "What was the nature of the staff development program in

TABLE 8  
RESPONSES OF REFERENCE LIBRARIANS TO QUESTION  
NUMBER THREE

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Question: Is there a formal staff development program in your library now?		
Categories	Responses	Percentages
a. No	18	78.2%
b. Yes	4	17.3%
c. In the Process of Setting Up One	1	<u>4.3%</u>
Totals	23	99.8% or 100.0%

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your library in the past?" They responded as follows:

- a. Unstructured, Periodic, Informal or Haphazard Staff Development Activities
- b. No Staff Development Program
- c. Somewhat Structured Activities
- d. Evolving Staff Development Programs

In the first category, "Unstructured, Periodic, Informal Staff Development Activities," there were twelve (12) responses for a percentage of forty-four and four-tenths (44.4) of the responses to this question. Typical responses in this category were (1) "informal sessions on things to be learned, (2) haphazard, (3) periodic, (4) not formally organized throughout the library, (5) staff association, mostly social and (6) no set time for activities."

Under the second category, "No Staff Development Programs," regarding past staff development programs, there were seven (7) responses for a percentage of twenty-six (26). Typical responses were (1) "none prior to five years ago and (2) none prior to ten years ago."

For the third category, "Somewhat Structured Activities," regarding the question on past staff development activities, there were six (6) responses for a percentage of twenty-two and two-tenths (22.2). Responses in this category included (1) "structured



TABLE 9  
 RESPONSES OF REFERENCE LIBRARIANS TO QUESTION  
 NUMBER FOUR

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Question: What was the nature of the staff development program in your library in the past?

Categories	Responses	Percentages
<hr/>		
a. Unstructured, Periodic, Informal, or Haphazard Staff Development Activities	12	44.4%
b. No Staff Development Program	7	26.0%
c. Somewhat Structured Activities	6	22.2%
d. Evolving Staff Development Programs	2	<u>7.4%</u>
Totals	27	100.0%

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lecture series, (2) activities carried on through departments with an overall reporting system, (3) some attendance at computer workshops, and (4) interested persons attending conference of their choice."

In the fourth and last category, "Evolving Staff Development Programs," regarding the question on past staff development activities, there were two (2) responses for a percentage of seven and four-tenths (7.4). Responses in this last category were (1) "evolving staff development program, and (2) evolving over a few years."

Table 10 on page 64 lists the responses of Reference Librarians to the fifth question, "What recommendations would you make in the general area of staff development?" They responded as follows:

- a. Staff Development Activities such as Workshops, Conferences, and Inviting Speakers, etc.
- b. Have a Formal Staff Development Program
- c. Miscellaneous

In the first category, "Staff Development Activities" such as workshops, conferences, and inviting speakers, etc., there were nineteen (19) responses for a percentage of fifty-one and four-tenths (51.4). Typical responses in this category regarding recommendations were (1) "conduct and attend workshops on computer literacy, processing skills, and conflict management, (2) continue data base training,

TABLE 10  
 RESPONSES OF REFERENCE LIBRARIANS TO QUESTION  
 NUMBER FIVE

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Question: What recommendations would you make in the  
 general area of staff development?

Categories	Responses	Percentages
<hr/>		
a. Staff Development Activities (Such as Workshops, Formal Classes, Tours, etc.)	19	51.4%
b. Have a Formal Staff Development Program	9	24.3%
c. Miscellaneous	<u>9</u>	<u>24.3%</u>
Totals	37	100.0%

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(3) always have a data base resource person available, (4) take classes in business and reading, (5) take classes with tuition wavers, (6) teach computer principles without costs, (7) study and learn by reading, and (8) allow staff an hour a day to attend classes."

In the second category, "Have a Formal Staff Development Program," regarding the question of recommendations, there were nine (9) responses for a percentage of twenty-four and three-tenths (24.3). In this category, typical responses were (1) "having and constantly revising manuals and (2) well-planned staff development activities."

For the third and last category, "Miscellaneous," regarding the question of recommendations, there were nine (9) responses for a percentage of twenty-four and three-tenths (24.3). Responses in this category were (1) "having funds to finance conference trips, (2) securing moral support from supervisors, (3) seeking ways to motivate staff and uplift morale, (4) released time for staff development activities, and (5) making time for research for publication for pay."

#### TECHNICAL SERVICES LIBRARIANS

Table 11 on page 66 lists the responses of the thirty-seven (37) Technical Services Librarians to

TABLE 11

RESPONSES OF TECHNICAL SERVICES LIBRARIANS TO REQUEST  
NUMBER ONE

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Question: List your staff development needs according to their importance to you.		
Categories	Responses	Percentages
<hr/>		
a. Computers and Word Processing	37	50 %
b. Staff Development Activities (Such as Workshops, Formal Classes, Tours, etc.	14	18.9%
c. General Knowledge of Library Resources, Librarianship and Technical Services	14	18.9%
d. Communication Skills	2	2.7%
e. Management Skills	2	2.7%
f. Miscellaneous	<u>5</u>	<u>6.7%</u>
Totals	74	100%

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the first request, "List your staff development needs according to their importance to you." They responded as follows:

- a. Computers and Word Processing
- b. Staff Development Activities such as Conferences, Workshops, Formal Classes, etc.
- c. General Knowledge of Library Resources, Librarianship, and Technical Services
- d. Communication Skills
- e. Miscellaneous

Under the first category, "Computers and Word Processing," regarding the request to list needs according to their importance, there were thirty-seven (37) responses for a percentage of fifty (50). Included in these responses were (1) "computer training, (2) computer literacy, (3) word processing, (4) funds to get computer terminals, (5) more knowledge about OCLC, Ohio College Library Center, and the computer, and (6) classes on the computer."

In the second category, "Staff Development Activities such as Conferences, Workshops, Formal Classes, etc.," regarding the request to list needs according to their importance, there were fourteen (14) responses for a percentage of eighteen and nine-tenths (18.9). In that category, typical responses were (1) "taking formal courses in cataloging, (2) attending

conferences, (3) conducting workshops, (4) traveling to libraries, (5) instruction in the library beyond basic training, (6) formal classes in library science for clerical workers and (7) being able to attend the American Library Association Conferences."

For the third category, "General Knowledge of Library Resources, Librarianship, and Technical Services," regarding the request to list needs according to their importance, there were fourteen (14) responses for a percentage of eighteen and nine-tenths (18.9). Included in the responses were (1) "needing more understanding of how other areas in the library worked, (2) updating the various cataloging rules, (3) detailed information about AACRII, Anglo-American Cataloging Rules II, (4) training in typing skills, (5) training in what it means to be a professional, (6) how to do research, (7) orientation training for non-professionals, (8) preservation, (9) keeping up with the latest developments in technical services, (10) knowledge in the general functioning of the library, and (12) a policies and procedures manual."

In the fourth category, "Communication Skills," regarding the request to list needs according to their importance, there were two (2) responses for a percentage of two and seven-tenths (2.7). These two

responses were (1) "how to write an article and get it published and (2) how to get along with people."

For the fifth category, "Management Skills," regarding the request to list needs according to their importance, there were two (2) responses for a percentage of two and seven-tenths (2.7). Included in the responses in this category are (1) "management training and (2) how to be a manager."

In the sixth and last category, "Miscellaneous," regarding the request to list needs according to their importance, there were five (5) responses for a percentage of six and seven-tenths (6.7). Responses in this category were (1) "scheduled time to listen, read, or view material and share with other professionals or staff, (2) scheduled time to improve, and (3) encouragement and permission for academic librarians to upgrade their credentials."

Table 12 on page 70 lists the responses for Technical Services Librarians to the second question, "In what manner would you like to see those needs addressed?" They responded as follows:

- a. Staff Development Activities such as Workshops, Seminars, Tours, Formal Classes, etc.
- b. Provision of Time for Activities
- c. Funds for Activities
- d. Miscellaneous



TABLE 12  
RESPONSES OF TECHNICAL SERVICES LIBRARIANS TO  
QUESTION NUMBER TWO

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Question: In what manner would you like to see those needs addressed?		
Categories	Responses	Percentages
<hr/>		
a. Staff Development Activities (Such as Workshops, Formal Classes, Tours, etc.)	37	77%
b. Provision of Time for Activities	3	6%
c. Funds for Activities	2	4%
d. Miscellaneous	<u>6</u>	<u>13%</u>
Totals	48	100%

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In the first category, "Staff Development Activities Such as Workshops, Seminars, Tours, Formal Classes, etc.," regarding addressing needs, there were thirty-seven (37) responses for a percentage of seventy-seven (77). Responses in this category were (1) "conducting, attending, and participating in workshops, seminars, tours, meetings, formal courses, conferences, and orientation, (2) holding teaching sessions, (3) exchanging jobs, (4) giving individual assistance, and (5) preparing a policies and procedures manual." For workshops alone, responses included those on (6) "circulation, (7) staff relations, (8) IBM, (9) motivation, (10) group dynamics, (11) preservation, (12) management, (13) computer training, and (14) SOLINET, an online library retrieval network for the Southeastern region."

In the second category, "Provision of time for Activities," regarding addressing needs, there were three (3) responses for a percentage of six (6). Included in these responses were (1) "released time for clerical workers and (2) released time for bibliographic instruction."

For the third category, "Funds for Activities," there were two (2) responses for a percentage of four (4). These two responses in this category were (1) "providing budget resources for staff development and

(2) checking with the library director to see whether or not there are funds for activities."

In the fourth and last category, "Miscellaneous," regarding addressing needs, there were six (6) responses for a percentage of thirteen (13). Included in these responses were (1) "feedback to the college after tours and (2) more encouragement from the administration to participate in activities."

Table 13 on page 73 lists responses for Technical Services Librarians to the third question, "Is there a formal staff development program in your library now?" They responded as follows:

- a. No
- b. Yes

Twenty-eight (28) Technical Services Librarians responded "No" to question three for a percentage of ninety and three-tenths (90.3), indicating the absence of formal staff development programs. The three (3) responses of "Yes" for a percentage of nine and seven-tenths (9.7) indicated the existence of three formal staff development programs.

Table 14 on page 74 lists responses for the Technical Services Librarians to the fourth question, "What was the nature of the staff development program in your library in the past?" They responded as

TABLE 13  
RESPONSES OF TECHNICAL SERVICES LIBRARIANS TO  
QUESTION NUMBER THREE

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Question: Is there a formal staff development program  
in your library now?

Categories	Responses	Percentages
a. No	28	90.3%
b. Yes	<u>3</u>	<u>9.7%</u>
Totals	31	100.0%

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TABLE 14  
RESPONSES OF TECHNICAL SERVICES LIBRARIANS TO  
QUESTION NUMBER FOUR

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Question: What was the nature of the staff development program in your library in the past?		
Categories	Responses	Percentages
a. Structured Staff Development Programs	19	53%
b. Informal, Sketchy, Sporadic Staff Development Activities	16	44%
c. No Staff Development Activities	<u>1</u>	<u>3%</u>
Totals	36	100%

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follows:

- a. Structured Staff Development Programs
- b. Informal, Sketchy, Sporadic, and Occasional Activities
- c. No Staff Development Activities

In the first category, "Structured Staff Development Programs," regarding past staff development programs, there were nineteen (19). Typical of those responses were (1) "lecture series, (2) intern program for newly hired persons, (3) attended SOLINET, the Southeastern Library Network, which is an entire online retrieval library network for the Southeastern Region, (4) had training on terminals, and (5) attended workshops and conferences on the computer, how to handle irate users, and how to write proposals and reports."

In the second category, "Informal, Sketchy, Sporadic, and Occasional Activities," regarding past staff development activities, there were sixteen (16) responses for a percentage of forty-four. Included in the responses were (1) "informal, (2) sketchy, (3) sporadic sessions that are no longer held, (4) unstructured and haphazard, (5) occasional college wide sessions, and (6) periodic workshops held with the Bureau of Census."

In the third and last category, "No Staff

Development Activities," regarding past staff development programs, there was one (1) response for a percentage of three (3).

Table 15 on page 77 lists responses for Technical Services Librarians to the fifth question, "What recommendations would you make in the general area of staff development?" They responded as follows:

- a. Staff Development Activities Such as Workshops, Formal Courses, Internships, etc.
- b. Well Planned Staff Development Activities
- c. Time for Activities
- d. Reading
- e. Miscellaneous

For the first category, "Staff Development Activities," regarding recommendations in the general area of staff development, there were fifteen (15) responses, for a percentage of thirty-three (33) of the total responses to the fifth question for Technical Services Librarians. Included in those responses were (1) "have intern programs for new staff, (2) take courses in library school periodically, (3) have interrelationship sessions, (4) formulate a local library association of librarians from different institutions to receive some form of professional development, (5) request lecturers to

## TECHNICAL SERVICES LIBRARIANS TO

## QUESTION NUMBER FIVE

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Question: What recommendations would you make in the general area of staff development?

Categories	Responses	Percentages
a. Staff Development Activities (Such as Workshops, Formal Classes, Tours, etc.)	15	33%
b. Well Planned Staff Development Programs	11	24%
c. Time for Activities	5	11%
d. Reading	5	11%
e. Miscellaneous	<u>10</u>	<u>21%</u>
Totals	46	100%

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come to lecture to the staff, (6) have staff learn about computers in order to decrease turnover, (7) start staff development activities by having people from the outside who have known reputations for running quality programs and (8) give staff the techniques of group dynamics."

In the second category, "Well Planned Staff Development Activities," regarding recommendations in the general area of staff development, there were eleven (11) responses for a percentage of twenty-four (24). Typical responses were (1) "have formal staff development programs, (2) have a well organized program, starting with new employees and giving them more detailed training as they become more familiar with the library, (3) see what the staff needs and work toward those needs, and (4) have a well planned staff development program."

In the third category, "Time for Activities," regarding the question on recommendations in the general area of staff development, there were five (5) responses, for a percentage of eleven (11). Included in these responses were (1) "having various departments in the library stacked with materials from technical services so that time for learning would not be taken in replacing items such as cards and sensitizers, (2) use whatever time is necessary to

read and keep abreast of trends in the field by reading and skimming through professional journals, (3) allow more time for meetings, (4) give professional staff members more time to study the reference collection at their own pace, and (5) give professional staff released time to work on advanced degrees and allow them more time so that they can attend staff development activities and summer workshops."

For the fourth category, "Reading," regarding the question on recommendations in the general area of staff development, there were five (5) responses for a percentage also of eleven (11). Such responses included (1) "read more professional journals, (2) have staff familiarize themselves with staff development through the literature, and (3) put into practice wherever possible those suggestions learned by reading the literature."

In the last category, "Miscellaneous," regarding the fifth question on recommendations in the general area of staff development, for Technical Services Librarians, there were ten (10) responses, for a percentage of twenty-one (21). Typical of responses in this last category for Technical Services Librarians on the question regarding recommendations in the general area of staff development were (1) "see

that funds are available for the head librarian to attend professional meetings more frequently, (2) follow through on information gained at workshops, (3) bring up morale to a high standard, (4) make the staff person more a part of the organization with staff development, (5) have more money for travel with required report, (6) make staff development sessions fun, relaxed, and with a general feeling of production, (6) more professional exploration on an individual or group basis, (7) overall better communication, (8) library administration has to be more willing to have guest speakers and workshops, and (10) identify individual consultants through ARL, American Research Libraries."

#### COMPARISONS BETWEEN GROUPS

Tables 16 through 20 show comparisons of each librarians' responses for each of the five questions.

Table 16 compares the responses for the first question and request, "What are your prioritized staff development needs?" and "List your staff development needs according to their importance to you." Table 16 comprises data reported in Tables 1, 6, and 11. In Table 16, responses for similar and dissimilar categories were reported. For example, the category entitled, "Computers and Word Processing," headed the list for all librarians.

In this first category, "Computers and Word Processing," regarding staff development needs, for Library Directors, there were thirty-one (31) responses, for a percentage of thirty-one and eight-tenths (31.8). For Reference Librarians, there were thirty-two (32) responses for a percentage of fifty-six (56). For responses of Technical Services Librarians to the first question regarding staff development needs in the first category, there were thirty-seven (37) responses, for a percentage of forty-nine (49). There were one hundred (100) responses for all of the librarians in the first category for the first question.

In the second category, "General Knowledge of Librarianship," for the first question regarding staff development needs, Library Directors gave twenty-one (21) responses, for a percentage of twenty-five and six-tenths (25.6). In the second category, "General Knowledge about Library Resources and Reference," for the first question regarding staff development needs, Reference librarians gave eleven (11) responses, for a percentage of nineteen (19). On the other hand, in the second category, "Staff Development Activities," for the first question regarding staff development needs, Technical Services Librarians gave fourteen (14) responses for a percentage of nineteen (19).

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TABLE 16

RESPONSES OF ALL LIBRARIANS TO QUESTION NUMBER ONE

QUESTIONS: What are your prioritized staff development needs? (Library Directors). List your staff development needs according to their importance to you (Reference Librarians and Technical Services Librarians).

Key: R = Responses; P = Percentages; Dir. = Library Directors; Ref. = Reference Librarians; Tech. Serv. = Technical Services Librarians

Categories	Dir. N=37		Ref. Tech. Serv.			
	R	P	R	P	R	P
a. Computers and Word Processing	31	37.8%				
b. General Knowledge of Libraries and Librarianship	21	25.6%				
c. Management Training	16	19.5%				
d. Communication	7	8.5%				
e. Miscellaneous	7	8.5%				
Totals	82	99.9% or 100%				

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a. Computers and Word Processing	32	56%
b. General Knowledge of Library Resources and Reference	11	19%
c. Management Training	6	11%
d. Communication	5	9%
e. Special Training	3	5%
Totals	57	100%

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a. Computers and Word Processing	37	50 %
b. Staff Development Activities (Such as Workshops, Formal Classes, etc.)	14	18.9%
c. General Knowledge of Library Resources, Librarianship, and Technical	14	18.9%
d. Communication Skills	2	2.7%
e. Management Skills	2	2.7%
f. Miscellaneous	5	6.7%
Totals	74	100.0%

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There was a total of forty-six responses for all librarians to the first question in the second category.

In the third category, "Management Training," for the first question on staff development needs, there were sixteen (16) responses for Library Directors for a percentage of nineteen and five-tenths (19.5). For the Reference Librarians, in the third category, "Management Training," regarding the first question on staff development needs, there were six (6) responses for a percentage of eleven (11). On the other hand, for Technical Services Librarians in the third category, "General Knowledge of Library Resources, Librarianship, and Technical Services," there were fourteen (14) responses, for a percentage of nineteen (19). A total of thirty-six responses was counted in the third category for all librarians.

In the fourth category, "Communication," for the first question regarding staff development needs, there were seven (7) responses for Library Directors, for a percentage of eight and five-tenths (8.5). In the fourth category, "Communication," for Reference Librarians for the first question regarding staff development needs, there were five (5) responses, for a percentage of nine (9). On the other hand, in the fourth category, "Communication Skills," for the first

question regarding staff development needs, Technical Services Librarians gave two (2) responses, for a percentage of three (3). There was a total of fourteen (14) responses for all librarians in the fourth category for the first question.

In the fifth category, "Miscellaneous," for responses to the first question regarding staff development needs, Library Directors gave seven (7) responses, for a percentage of eight and five-tenths (8.5). For the fifth category, "Special Training," for the first question regarding staff development needs, Reference Librarians gave three (3) responses, for a percentage of five (5). On the other hand, Technical Services Librarians for the fifth category, "Management," regarding staff development needs gave two (2) responses, for a percentage of three (3). For the fifth category for the first question, there was a sixth category, "Miscellaneous," for Technical Services Librarians in response to the first question regarding staff development needs. In that sixth category, there were five (5) responses, for a percentage of seven (7).

Table 17 compares responses to the second question for the Library Directors, "How do you propose to address those needs?" and "In what manner would you like to see those needs addressed?" for

Reference and Technical Services Librarians. Table 17 was compiled from data in Tables 2, 7, and 12. In Table 17, responses on similar and dissimilar categories were reported. For example, the category, "Staff Development Activities," headed the list for all of the librarians.

In the first category, "Staff Development Activities," for the second question regarding addressing needs, Library Directors gave thirty-seven responses, for a percentage of fifty-six (56). For Reference Librarians in the first category, "Staff Development Activities", regarding the second question on addressing needs, there were twenty-nine responses, for a percentage of eighty (80). For Technical Services Librarians, in the first category, "Staff Development Activities," regarding the second question on addressing needs, there were thirty-seven (37) responses, for a percentage of seventy-seven (77). There were one hundred and three (103) responses for all of the librarians to the second question in the first category.

In the second category, "Planned Staff Development Activities," for the second question regarding addressing needs, Library Directors gave fifteen (15) responses, for a percentage of twenty-three (23). In the second category, "General



Knowledge of Library Resources," regarding the second question on addressing needs, Reference Librarians gave five (5) responses, for a percentage of fourteen (14). On the other hand, in the second category, "Provision of time for Activities," regarding the question on addressing needs, Technical Services Librarians gave three (3) responses, for a percentage of six (6). There was a total of twenty-three (23) responses for all librarians to the second question in the second category.

In the third category, "Communication," regarding the second question on addressing needs, Library Directors gave five (5) responses, for a percentage of seven and five tenths (7.5). For Reference Librarians in the third category, "Miscellaneous," regarding the second question on addressing needs, there were two (2) responses, for a percentage of six (6). On the other hand, for Technical Services Librarians in the third category, "Funds for Activities," there were two (2) responses, for a percentage of four (4). There was a total of nine (9) responses for all librarians in the third category for the second question regarding addressing needs.

In the fourth category, "Funds for Activities," regarding the second question on addressing needs, Library Directors gave five (5) responses, for a

TABLE 17

## RESPONSES OF ALL LIBRARIANS TO QUESTION NUMBER TWO

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QUESTIONS: How do you propose to address those needs (Library Directors)? In what manner would you like to see those needs addressed (Reference Librarians and Technical Services Librarians)?

Key: R = Responses; P = Percentages; Dir. = Library Directors; Ref. = Reference Librarians; Tech. Serv. = Technical Services Librarians

Categories	Dir. N=111	Ref.	Tech.Serv.
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	R	P	R	P	R	P
a. Staff Development Activities	37	56.0%				
b. Planned Staff Development Activities	15	23.0%				
c. Communication	5	7.5%				
d. Funds for Activities	5	7.5%				
e. Miscellaneous	<u>4</u>	<u>6.0%</u>				
Totals	66	100.0%				

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a. Staff Development Activities	29	80%
b. General Knowledge of Library Resources	5	14%
c. Miscellaneous	<u>2</u>	<u>6%</u>
Totals	36	100%

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a. Staff Development Activities	37	77%
b. Provision of Time for Activities	3	6%
c. Funds for Activities	2	4%
d. Miscellaneous	<u>6</u>	<u>13</u>
Totals	48	100%

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percentage of seven and five-tenths (7.5). For Technical Services Librarians in the fourth category, "Miscellaneous," regarding the second question on addressing needs, there were six (6) responses, for a percentage of thirteen (13). Only Library Directors had a fifth category, "Miscellaneous." In that fifth category for the second question regarding addressing needs, Library Directors gave four (4) responses, for a percentage of six (6). There were eleven responses in the fourth category for the second question. Total responses for all librarians to the second question regarding addressing needs were one hundred and forty-six (146).

Table 18 compares the responses to the third question for Library Directors, "Do you now have a formal staff development program?" and for Reference and Technical Services Librarians, "Is there a formal staff development program in your library now?" Table 18 was made from data in Tables 3, 8, and 13. In Table 18, the researcher reported on similar and dissimilar categories. For example, the category, "No," headed the list for all librarians.

In the first category, "No," regarding the third question on formal staff development programs, Library Directors gave thirty-two (32) responses, for a

percentage of eighty-six (86). In the first category, "No Staff Development Programs," regarding the third question on formal staff development programs, Reference Librarians gave eighteen (18) responses, for a percentage of seventy-eight and two-tenths, (78.2). For responses for Technical Services Librarians in the first category, "No," regarding the question on formal staff development programs, there were twenty-eight (28) responses, for a percentage of ninety and three-tenths (90.3). For that first category, there was a total of seventy-eight (78) responses to the third question regarding formal staff development programs.

In the second category, "Yes," regarding the third question on formal staff development programs, Library Directors gave four (4) responses, for a percentage of eleven (11). For Reference Librarians, in the second category, "Yes," regarding the third question on formal staff development programs, there were four (4) responses, for a percentage of seventeen and three-tenths (17.3). For Technical Services Librarians, in the second category, "Yes," regarding the third question on formal staff development programs, there were three (3) responses, for a percentage of nine and seven-tenths (9.7).

TABLE 18

## RESPONSES OF ALL LIBRARIANS TO QUESTION NUMBER THREE

QUESTIONS: Do you now have a formal staff development program (Library Directors)? Is there a formal staff development program in your library now (Reference Librarians and Technical Services Librarians)?

Key: R = Responses; P = Percentages; Dir. = Library Director; Ref. = Reference Librarians; Tech. Serv. = Technical Services Librarians

Categories	Dir. N=111		Ref.		Tech. Serv.	
	R	P	R	P	R	P
a. No	32	86%				
b. Yes	4	11%				
c. Developing a Staff Development Program	<u>1</u>	<u>3%</u>				
Totals	37	100%				
<hr/>						
a. No Staff Development Programs	18	78.2%				
b. Yes	4	17.3%				
c. In Process of Setting Up One	<u>1</u>	<u>4.3%</u>				
Totals	23	99.8%				
				or 100%		
<hr/>						
a. No					28	90.3%
b. Yes					<u>3</u>	<u>9.7%</u>
Totals					31	100.0%

In the third category, "Developing a Staff Development Program," regarding the third question on formal staff development programs, Library Directors gave one (1) response, for a percentage of three (3). For Reference Librarians in the third category, "In the Process of Setting Up One," regarding the third question on formal staff development programs, there was one (1) response, for a percentage of four and three-tenths (4.3). In the third category for the third question, there was a total of two (2) responses.

Table 19 on page 92 compares the responses to the fourth question for Library Directors, "What was the nature of your staff development programs in the past?" and "What was the nature of staff development programs in your library in the past?" for Reference and Technical Services Librarians. Table 19 was made from data in Tables 4, 9, and 14. In Table 19, the researcher reported on similar and dissimilar categories.

In the first category, "No Staff Development Programs," regarding the fourth question on the nature of past staff development programs, Library Directors gave sixteen (16) responses, for a percentage of forty-eight and four-tenths (48.4). For Reference Librarians, in the first category, "Unstructured,

TABLE 19

## RESPONSES OF ALL LIBRARIANS TO QUESTION NUMBER FOUR

QUESTIONS: What was the nature of your staff development program in the past (Library Directors)? What was the nature of the staff development program in your library in the past (Reference Librarians and Technical Services Librarians)?

Key: R = Responses; P = Percentages; Dir. = Library Directors; Ref. = Reference Librarians; Tech. Serv. = Technical Services Librarians).

Categories	Dir. N=111		Ref.		Tech. Serv.	
	R	P	R	P	R	P
a. No Staff Development Program	16	48.4%				
b. Unstructured, Occasional, Informal, or Haphazard Staff Development Activities	15	45.4%				
c. Evolving Staff Development Programs	2	6.0%				
Totals	33	99.8%				
		or		100%		
a. Unstructured, Occasional Informal, or Haphazard Staff Development Activities	12	44.4%				
b. No Staff Development Program	7	26.0%				
c. Somewhat Structured Activities	6	22.2%				
d. Evolving Staff Development Program	2	7.4%				
Totals	27	100.0%				
a. Structured Staff Development Activities					19	53%
b. Informal, Sketchy, Sporadic Staff Development Activities					16	44%
c. No Staff Development Activities					1	3%
Totals					36	100%

Informal, or Haphazard Staff Development Activities," regarding the fourth question on the nature of past staff development activities, there were twelve (12) responses, for a percentage of forty-four and four-tenths (44.4). On the other hand, for Technical Services Librarians, in the first category, "Structured Staff Development Activities," regarding the fourth question on past staff development programs, gave nineteen (19) responses, for a percentage of fifty-three (53). For all librarians, there was a total of forty-seven (47) responses in the first category for the fourth question regarding past staff development programs.

In the second category, "Unstructured, Occasional, Informal, or Haphazard," for the fourth question regarding past staff development programs, Library Directors gave fifteen (15) responses, for a percentage of forty-five and four-tenths (45.4). For Reference Librarians in the second category, "No Staff Development Programs," regarding the fourth question on past staff development programs, there were seven (7) responses, for a percentage of twenty-six (26). In the second category, "Informal, Sketchy, Sporadic, Staff Development Activities," regarding the fourth question on past staff development programs, Technical Services Librarians gave sixteen (16) responses, for a



percentage of forty-four (44). For all of the librarians, there was a total of thirty-eight (38) responses in the second category for the fourth question regarding past staff development programs.

In the third category, "Evolving Staff Development Programs," regarding the question on past staff development programs, Library Directors gave two (2) responses, for a percentage of six (6). For Reference Librarians in the third category, "Somewhat Structured Activities," regarding past staff development programs for the fourth question, there were six (6) responses, for a percentage of twenty-two and two-tenths (22.2). On the other hand, for Technical Services Librarians in the third category, "No Staff Development Activities," regarding the fourth question on past staff development activities, there was one (1) response, for a percentage of three (3). In the third category for all of the librarians for the fourth question regarding past staff development programs, there was a total of nine (9) responses. For Reference Librarians, there was a fourth category, "Evolving Staff Development Programs," for the fourth question regarding past staff development programs with two (2) responses, for a percentage of seven and four-tenths (7.4). For

all of the librarians, there was a total of ninety-six (96) responses for the fourth question regarding past staff development programs.

Table 20 on page 96 compares the responses to the fifth question for Library Directors, "What recommendations would you make to other librarians in the general area of staff development?" and "What recommendations would you make in the general area of staff development?" for Reference and Technical Services Librarians. Table 20 was made from data in tables 5, 10, and 15. In Table 20, the researcher reported on similiar and dissimiliar categories.

In the first category, "Plan a Well Developed Staff Development Program," regarding the fifth question on recommendations, Library Directors gave eighteen (18) responses, for a percentage of thirty-seven (37). For Reference Librarians in the first category, "Staff Development Activities," regarding the fifth question on recommendations, there were nineteen (19) responses, for a percentage of fifty-one and four-tenths (51.4). On the other hand, Technical Services Librarians in the first category, "Staff Development Activities," regarding the fifth question on recommendations gave fifteen (15) responses, for a percentage of 33. For all of the librarians, in the first category for the fifth

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TABLE 20

RESPONSES OF ALL LIBRARIANS TO QUESTION NUMBER FIVE

QUESTIONS: What recommendations would you make to other librarians in the general area of staff development (Library Directors)? What recommendations would you make in the general area of staff development (Reference Librarians and Technical Services Librarians)?

Key: R = Responses; P = Percentages; Dir. = Library Directors; Ref. = Reference Librarians; Tech. Serv. = Technical Services Librarians

Categories	Dir. N=111		Ref.		Tech. Serv.	
	R	P	R	P	R	P
a. Plan a Well Developed Staff Development Program	18	37%				
b. Communication	14	29%				
c. Staff Development Activities (Such as Workshops, Formal Classes, Tours, etc.)	12	24%				
d. Funding	<u>5</u>	<u>10%</u>				
Totals	49	100%				
a. Staff Development Activities (Such as Workshops, Formal Classes, Tours, etc.)			19	51.4%		
b. Have a Formal Staff Development Program			9	24.3%		
c. Miscellaneous			<u>9</u>	<u>24.3%</u>		
Totals			37	100.0%		
a. Staff Development Activities (Such as Workshops, Formal					15	33%
b. Well Planned Staff Development Program					11	24%
c. Time for Activities					5	11%
d. Reading					5	11%
e. Miscellaneous					<u>10</u>	<u>21%</u>
Totals					46	100%

question, there were fifty-two (52) responses.

In the second category, "Communication," regarding the fifth question on recommendations, Library Directors gave fourteen (14) responses, for a percentage of twenty-nine (29). For Reference Librarians in the second category, "Have a Formal Staff Development Program," regarding the fifth question on recommendations, there were nine (9) responses, for a percentage of twenty-four and three-tenths (24.3). On the other hand, in the second category, "Well Planned Staff Development Programs," regarding the fifth question on recommendations, for Technical Services Librarians there were eleven (11) responses, for a percentage of twenty-four (24). In the second category for the fifth question on recommendations, there was a total of thirty-four responses for all librarians.

In the third category, "Staff Development Activities," regarding the fifth question on recommendations, Library Directors gave twelve (12) responses, for a percentage of twenty-four (24). For the Reference Librarians in the third category, "Miscellaneous," regarding the fifth question on recommendations, there were nine (9) responses, for a percentage of twenty-four and three tenths (24.3). On the other hand, for Technical Services Librarians in

the third category, "Time for Activities," regarding the fifth question on recommendations, there were five (5) responses, for a percentage of eleven (11). In this third category regarding the fifth question on recommendations, there was a total of twenty-six (26) responses.

In the fourth category, "Funding," regarding the fifth question on recommendations, Library Directors gave five (5) responses, for a percentage of ten (10). In the fourth category, "Reading," regarding the fifth question on recommendations, Technical Services Librarians gave five (5) responses, for a percentage of eleven (11). For the Technical Services Librarians only, in the fifth category, "Miscellaneous," regarding the fifth question on recommendations, there were ten (10) responses, for a percentage of twenty-one (21). For all of the librarians for the fifth and last questions regarding recommendations, there was a total of one hundred and thirty-two (132) responses.

## CHAPTER V

### Introduction

This chapter is divided into four main sections: (1) Recapitulation of the Research Design, (2) Findings (3) Conclusions, and (4) Implications and Recommendations.

#### Recapitulation of the Research Design

##### Purpose

The purpose of this study was to determine the staff development needs of four-year college and university librarians in the State of Georgia. The literature revealed that needs determination is essential before planning staff development programs.

##### Problem

In many instances, there is no real planning for staff development. Often, it does not have major priority in personnel administration. When programs are instituted, staff needs, program objectives or organizational philosophy are not regarded. Because of the lack of regard for those essential elements in staff development, detrimental and irreparable effects on staff development result.

##### Instruments

The ACADEMIC LIBRARY STAFF DEVELOPMENT SURVEY SCHEDULE for Library Directors and the ACADEMIC LIBRARY STAFF DEVELOPMENT SURVEY SCHEDULE for

Reference Librarians and Technical Services Librarians were used to gather the appropriate data.

The writer began by soliciting input relative to staff development from the American Library Association. When searches for appropriate instruments to gather the desired data were made without success, contact was made with Ms. Barbara Conroy, a recognized library consultant who had been referred by the American Library Association.

To be sure, Ms. Conroy understood exactly what this study was trying to accomplish, a copy of the proposal was sent to her in Santa Fe, New Mexico. While no assistance regarding instruments resulted from the conversations with Ms. Conroy, other valuable information regarding staff development was shared.

The next step was to construct and field test instruments that would gather the proper data. The instruments were field tested at a nearby institution and the writer's own institution. Following the field testing, the instruments were revised and ready to be used in the study. They were, then, given the final names as previously stated.

### Research Design

The research design for this study was a three grouped census design survey using the interview.

According to Ary, et al., the census is a form of survey which is a subcategory of descriptive research and it covers the entire population.

#### Participants

The subjects for this study consisted of thirty-seven (37) academic library directors, (37) thirty-seven reference librarians, and thirty-seven (37) technical services librarians in the State of Georgia. This group represents all of the four-year college and university librarians in the state.

#### Review of the Literature

The review of the related literature was comprised of five sections. The first section describes the rationale for staff development; therefore, reasons are given for having staff development programs. The second section describes literature pertinent to the responsibility for staff development. Since motivation must take place before learning begins, the third section deals with literature regarding the role of motivation in staff development. The fourth section describes the literature pertinent to needs and needs assessment which must occur before implementation. The fifth and

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last section describes the literature as it related to objectives, implementation, and evaluation in the staff development process. Setting objectives before implementation is advantageous and evaluation gives the necessary feedback to continue in a set pattern or to improve activities.

### Findings

The findings of this study are summarized in this section and appropriate conclusions are given. Findings are given in respect to each question. For the study, findings indicate a number of needs of librarians in four-year college and university libraries in the State of Georgia. This is evident in Tables 1 through 20, beginning on page forty-one and ending on page ninety-two.

Library Directors in the four-year college and university libraries were asked, "What are your prioritized staff development needs?" and Reference and Technical Services Librarians were requested to "List your staff development needs according to their importance to you."

From Tables 1 and 16, it can be seen that Library Directors feel a great need for computer and word processing training. According to Dwight F. Burlingame and Julia A. Wood, page 10, of this document technology and communication advances would

allow staff to be more active in staff development. In addition, this would allow users more time for research and would enable them to secure more information quickly. Library Directors also felt the need for knowledge regarding general library practices such as a "general awareness of the library files," "how to use, care for, and operate audio-visual equipment," "collection management," and "how to use reference tools." All of this points to the need for staff development. Ronald J. Edwards states that modern technology with new equipment has implications for further training.<sup>1</sup>

According to Burlingame and Wood, staff development would increase work efficiency and productivity as well as personal growth and advancement. Certainly computer and word processing training would enable librarians to answer reference questions quickly and give a greater volume of information. In that way, less time would be spent on those processes and this would allow librarians to assist more users. On the other hand, additional professional training and what it means to be a

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<sup>1</sup> Ronald J. Edwards. In-service Training in British Libraries: Its Development and Present Practice. London: The Library Association, 1977), pp. 172-173.

librarian would enable those librarians to be more effective and increase their personal growth and development.

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Cyril O. Houle,<sup>1</sup> says that education is a "lifelong obligation;" therefore, it would appear that librarians have an obligation to receive more training. This training would not only benefit the librarians but their users as well.

The second question posed to the Library Directors was "How do you propose to address those needs?" and "in what manner would you like to see those needs addressed?" for the Reference and Technical Services Librarians.

Library Directors, Reference Librarians and Technical Services Librarians proposed to have their needs addressed in various ways. All of the librarians feel that there should be staff development activities. Others feel that funds should be provided for staff development activities. In order to have funds provided for activities, it would appear that these librarians would press for staff

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Cyril O. Houle, "The Role of Continuing Education in Current Professional Development," Library Journal 61 (3) (March 1967): 259.

development activities and funds to execute them. It also appears that these librarians would apprise their college administrators of their needs so that they could be funded and that their staff development needs could be taken into consideration just as other constituents' needs are met.

Library Directors were asked as a third question, "Do you now have a formal staff development program?" while Reference and Technical Services Librarians were asked, "Is there a formal staff development program in your library now." From responses to these questions, the information reveals that more libraries in the four-year colleges and universities in the State of Georgia do not have formal staff development programs as compared with those that have them. Too, it also points out that some libraries are "In the Process of Setting Up" formal staff development programs. It would appear that since there are varied needs that a formal staff development program would be able to address those needs better. Moreover, this information states that there was very little done in the past as far as staff development is concerned. On the other hand, there are a few libraires that have evolving and developing staff development prgrams that appear to be in line with staff development

literature.

Library Directors were asked, "What was the nature of your staff development program in the past?" while Reference and Technical Service Librarians were asked "what was the nature of staff development programs in your library in the past?" Responses to these questions reveal that many staff development activities were haphazard, sporadic, informal, and in many cases, nonexistent.

This final question asked of Library Directors was "What recommendations would you like to make to other librarians in the general area of staff development?" The final question for Reference and Technical Services Librarians was "What recommendations would you make in the general area of staff development?"

This information points to the idea that the Library Directors, Reference Librarians, and Technical Services Librarians felt the need to recommend various activities. Also, this information is useful in plans for staff development programs for four-year college and university libraries in the State of Georgia. It can be used by state, regional, and other library associations to place more emphasis on staff development and to urge the formation of formal staff development programs. Further, it can be used by

library schools in their curricula as well as by administrators in their dealings with librarians and staff development. It appears that there needs to be more done to impress upon library personnel the importance of staff development so that administrators can be involved.

Findings relate to the original problem in that they bring out the idea that not enough emphasis is being placed on staff development. They also reveal that staff development has not been given high priority in the four-year college and university libraries in the State of Georgia. Moreover, findings coincide with the problem which is supported by the findings. In addition, findings support the literature by pointing out the idea that not enough time is being devoted to staff development and that staff development impacts library clientele.

<sup>1</sup>  
Larry Nolan Davis says that while staff development cannot solve all of an organization's problems, it can enhance the workers' skills and assist the workers in using good management systems. Findings are in line with that statement. Findings

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<sup>1</sup>  
Larry Nolan Davis, Planning, Conducting, Evaluating Workshops: A Manager's Guide to Staff Development (Texas: Learning Concepts, 1975), p. 3.

also support Ronald J. Edwards,<sup>1</sup> when he says that staff development is a means of keeping abreast of trends and demands and that there is a necessity for producing more information at a greater rate of speed. That also speaks to the idea that staff development impacts library users.

As far as the literature is concerned, these findings reveal a picture of the staff development activities of the four-year college and university libraries in the State of Georgia.

#### Summary of the Findings

A summary of the findings of this study is as follows:

1. That in many four-year college and university libraries in the State of Georgia, very little is being done as far as staff development is concerned.
2. That in some libraries where staff development is carried on, it is informal and unstructured.
3. That some libraries that have planned staff development programs and that have evolving programs appear, according to the literature, to be developing with good programs that are a part of the general program of the library.

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<sup>1</sup> Ronald J. Edwards, In-Service Training in British Libraries: Its Development and Present Practice (London: The Library Association, 1977), pp. 172-173.

4. That computer training and word processing, knowledge of the library, library trends and professionalism, reference sources, and technical services processes were among the greatest needs of four-year college and university librarians in Georgia.
5. That communication and supervisory and management skills training were also of great concern and needed by academic librarians in Georgia.
6. That library staff members feel that there is a lack of time for staff development activities.
7. That there is a lack of funds for staff development either because of budgetary constraints, a lack of initiative on the part of library directors, or because of the omission of staff development entirely from the budget.
8. That academic administrators are not being kept abreast of staff development activities by academic library directors and the academic administrators are not being requested to support staff development activities in four-year college and university libraries in Georgia.
9. That too little is being done to assess staff development needs and to satisfy them.
10. That there is not enough being done to impress upon the staff the relevance of staff development and its importance to them as well as the impact that it could have on library clientele.

### Conclusions

The findings seem to warrant the following conclusions:

1. That formal staff development programs are negligible in four-year college and university libraries in the State of Georgia.
2. That library directors in four-year college and university libraries in the State of Georgia are not taking the initiative to press for needed staff development programs.



3. That library schools need to stress staff development with other curricular approaches to librarianship.
4. That academic deans and other academic administrators are not evaluating library staffs in the same light as far as staff development is concerned as they do instructional staffs.
5. That the staff development needs of four-year college and university library staffs are not being met in four-year college and university libraries in the State of Georgia.

#### Implications

The following implications seem to be inherent in the conclusions drawn from the findings of this study:

1. This study can contribute to the staff development activities presently employed in four-year college and university libraries in Georgia.
2. Library directors, reference librarians, and technical services librarians, as a result of their participation in this study, should become more aware of their roles in staff development to the point of studying what must be done in order to improve staff development activities in their libraries.

#### Recommendations

1. That library directors in four-year college and university libraries in the State of Georgia hire special staff development officers, appoint staff development committees, or take the initiative themselves as staff development officers to see that well planned formal staff development programs are put in place in four-year college and university libraries in Georgia.
2. That policies be set for the staff development programs in those four-year college and university libraries.

3. That staff development activities be executed in accordance with needs expressed in this study.
4. That feedback from staff development evaluations be used to enhance future staff development activities.
5. That library staff members be allowed to participate in the staff development decision-making process.
6. That sufficient time with proper scheduling be allowed so that staff members can participate in staff development activities.
7. That planned staff development programs take into consideration motivation so that there will be heightened interest and assurance of success.
8. That in the library budget process, consideration be given to staff development as an item so that needed activities can have funding.
9. That library directors keep the institutional administrators, such as the presidents and academic deans or deans of faculty and instruction, informed and make them aware of the need for staff development and the role it plays in the library and in the academic community. At the same time, library directors should seek administrative support for staff development programs.
10. Although this study focused on four-year college and university libraries, further studies need to be conducted involving junior college libraries, public libraries, and elementary, middle, and high school libraries. Studies of this nature would give a greater understanding of staff development needs of librarians at many levels of librarianship in the State of Georgia.
11. A later study could be made to see whether or not variations occurred in the staff development needs of four-year college and university libraries in the State of Georgia.

## **APPENDICES**

## **APPENDIX A**

1981 Valley Ridge Drive, S.W.  
Atlanta, Georgia 30331  
May 28, 1985

Academic Librarians  
State of Georgia

Dear Librarians:

I am a student in the doctoral program in "Administration and Policy Studies" at Atlanta University. As a requirement for the doctoral degree, I must write a dissertation. The topic for my paper is A Study of Staff Development in Academic Libraries in Georgia. My study is centered on in-house staff development activities, including in-service training.

In order to carry out my research, I need your cooperation and also to visit your library. I am, however, sending three copies of my questionnaire - one for you, one for a reference librarian, in your library, and the other for your technical services librarian. I plan to be in your city soon and would appreciate talking with you.

At the time of my visit, I would like to interview you and pick up all of the questionnaires. Your cooperation in this matter would be greatly appreciated.

Very truly yours,

(Mrs.) Fannie Burrell Hogan

Enc.

## **APPENDIX B**

## ACADEMIC LIBRARY STAFF DEVELOPMENT SURVEY SCHEDULE

This is a survey of academic library staff development needs in four-year institutions in the state of Georgia. Data gathered as a result of this interview will form the basis for recommendations regarding staff development in a doctoral dissertation. All information will be kept in strict confidence. Neither the librarians nor the libraries will be identified.

You may use the reverse side of each page for additional information if necessary.

1. What are your prioritized staff development needs?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slightly textured appearance, typical of standard office or school paper. There is no handwriting or other markings on the page.

2. How do you propose to address those needs?

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3. Do you now have a formal staff development program?

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4. What was the nature of your staff development program in the past?

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5. What recommendations would you make to other librarians in the general area of staff development?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is a small dark mark near the top center of the page. The paper appears to be part of a notebook or binder.

## ACADEMIC LIBRARY STAFF DEVELOPMENT SURVEY SCHEDULE

This is a survey of academic library staff development needs in four-year institutions in the state of Georgia. Data gathered as a result of this interview will form the basis for recommendations regarding staff development in a doctoral dissertation. All information will be kept in strict confidence. Neither the librarians nor the libraries will be identified.

You may use the reverse side of each page for additional information if necessary.

1. List your staff development needs according to their importance to you.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

2. In what manner would you like to see those needs addressed?

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3. Is there a formal staff development program in your library now?

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4. What was the nature of the staff development program in your library in the past?

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5. What recommendations would you make in the general area of staff development?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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